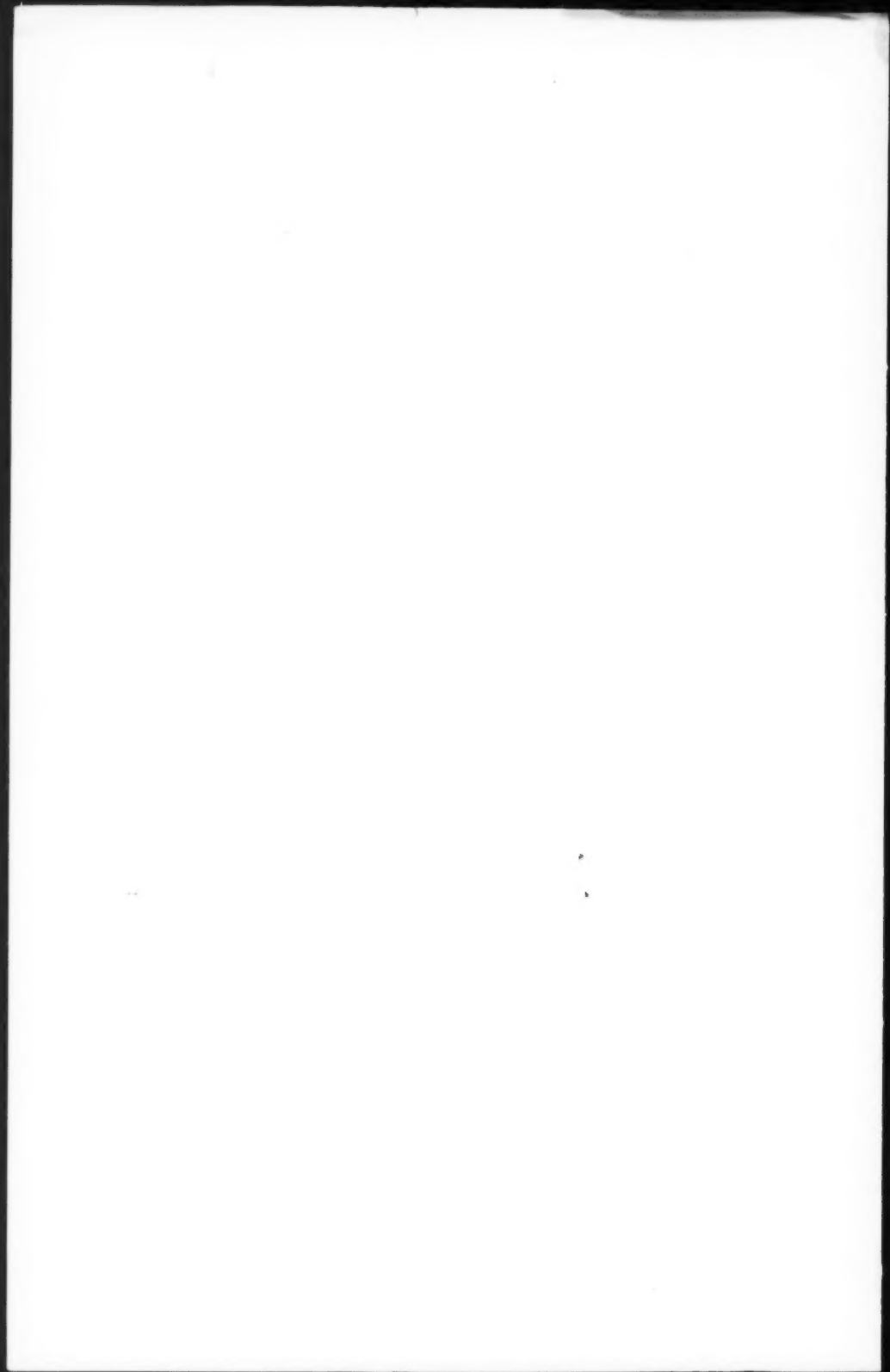


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Some Comments on Soviet Higher Education

FRANKLIN D. MURPHY

During July of 1958 it was my good fortune to be a member of a group of seven United States university presidents who visited the Soviet Union for the purpose of examining the Soviet system of higher education. Our group had a semiofficial status. This is significant only as it made possible contacts of all types, both in and out of government. My comments are therefore a synthesis of discussions and observations at all levels of the Soviet educational system—from the Minister of Higher Education and his deputies to first-year students in various universities and institutes.

Our visit of nearly three weeks involved travel of approximately 8,000 miles to many parts of that vast country by train and by conventional as well as jet aircraft.

I must note that almost without exception we were received and treated with the utmost cordiality and friendliness. Rarely were we unable to make the enquiries which seemed important to us.

Perhaps, in order to get the picture in proper perspective, I should make a brief preliminary comment on this country which, for better or for worse, plays such a significant role in world affairs today.

The USSR is a vast land mass, encompassing 8,500,000 square miles—one sixth of the surface of the earth. It is nearly three times the size of the USA and exceeds the total area of South America. To put it another way, whereas there are four time zones in the United States, there are eleven in the USSR.

This huge country is populated by approximately 200,000,000 people and is growing by 3,500,000 people a year. With a population density of 23 persons per square mile (United States, 58 per square mile) it has much room for its expanding population.

These 200,000,000 people consist of 160 nationalities speaking more

than 100 languages and dialects, with seventeen of the nationalities having more than 1,000,000 persons each. The Great Russians make up more than fifty per cent of the total population. Of the minorities, the Ukrainians are the largest group with about twenty per cent. The balance is made up of such peoples as Georgians, Uzbeks, Kazakhs and Armenians.

The Union of Soviet Socialist Republics is quite literally that. It is a union of fifteen republics which have been created on both ethnic and geographical grounds. The Great Russian Republic (RSFSR) is of course the largest in size as well as in population, and it is certainly the most influential of the republics.

There is but one political force, the Communist Party, which consists of three per cent of the Soviet population. The Communist Party occupies the central place in all phases of Soviet life and its influence spreads all the way from the Kremlin into every aspect of Soviet life and into every organization, be it political, educational, industrial or military.

The USSR is governed by the Supreme Soviet, which is a bicameral legislative body elected from a single, well-screened slate of candidates. The Supreme Soviet meets once a year, at which time it elects a Presidium which carries on the work of the Supreme Soviet during the interval between meetings. The Presidium in turn elects a Council of Ministers, each of whom must bear the approval of the Central Committee of the Communist Party.

The ministers are the key operational officials in the Soviet system, carrying out through their various ministries (defense, foreign affairs, higher education, etc.) the program and philosophy of the Supreme Soviet or legislative branch. Pervading this entire system is the influence of the Communist Party, ever-present but frequently unseen.

The fifteen republics generally have the same legislative and executive structure except that the supreme soviets of the republics are unicameral.

It is within this highly centralized political structure that education in the USSR is placed, and in a position of great importance. From the beginning in the USSR education has been conceived as a device to advance the interests of the state. The emancipation of the individual and his own self-development are simply by-products, not the primary objective as with us. Therefore at all educational levels in the USSR one observes a high degree of centralized planning, with money, manpower, material and enrolment quotas arbitrarily allocated on the basis

of the current over-all plan of the state. Briefly one could say that policies generated within the Communist Party and refined and approved by the Supreme Soviet are then turned over to the State Planning Commission (Gosplan) for detailed organization. On the basis of this planning, appropriate directives are sent to the various ministries for implementation. Thus one can see, for example, that enrolment quotas could change significantly in specific curricula as the foreign or economic policy of the USSR is altered. The whole picture is of course one of state socialism on a mammoth scale, with education serving as one of its most important handmaidens.

Now let us take a closer look at higher education specifically. There are approximately 800 institutions of higher education located in all parts of the USSR. Most of these institutions have been established since the revolution of 1917 and they are of two basic types. There is the university which, roughly speaking, parallels our college of arts and sciences and the related graduate school. Then there are the institutes, completely separate from the university and autonomous, consisting of the equivalent of our professional schools. Thus there are institutes of medicine, pedagogy, agriculture, engineering (polytechnics) and so on.

All of the 800 institutions of higher education are responsible to the Ministry of Higher Education and are supervised by this ministry as regards curriculum, text books, admissions policies, requirements for degrees, etc. For administration and finance, however, many of the institutes report directly to the appropriate ministry, e.g., institutes of medicine to the Ministry of Health, institutes of agriculture to the Ministry of Agriculture.

Our group had understood before departure that education generally and higher education specifically played a prominent role in the Soviet scheme of things. In all candor, however, I think we were not prepared for the degree of importance given to education by the Soviets. On the basis of figures freely given by the Minister of Higher Education, we calculated that last year the USSR spent about three per cent of its gross national product on higher education. This is in contrast to the one per cent spent by the United States on all higher education, public and private. The Soviets are therefore spending, percentagewise, three times as much on higher education as we are, and there is every evidence to suggest that they will continue their level of expenditures or indeed raise it.

The 800 institutions of higher education have approximately 2,100,000

students enrolled, of whom 800,000 are part-time (night school) and correspondence students. The minister advised us that they propose to increase the total enrolment in higher education to 2,500,000 within the next five years, one-half of whom will be part-time and correspondence students. I must say that one of the interesting aspects of the Soviet system would seem to be the significantly important role of the part-time student. From the point of view of the government, this is a device to maintain the level of the working force and at the same time expand the pool of highly trained people. From the point of view of the ministry, it is a means to utilize buildings and staff to a maximum. We were told both by the minister and the university officials that one could do *all* of one's work in many fields by correspondence, and that the degree which one obtained as a result of such study was considered quite the equivalent of the degree obtained by full-time study. The part-time student does, however, require one more year to obtain the degree. It must also be observed that the relation of the correspondence student to his university is much more significant than is the case in our country. For example, during each of the years of his study the student will return to the university for from one to two months for consultation, laboratory and library work and examinations, and during this period he will be receiving his full salary from the factory where he works. This period of residence for study is in addition to his normal paid vacation.

The Soviet system involves a high degree of selectivity for higher education. Of those who finish the secondary school (or tenth grade) only 20-25 per cent go on to higher education. The selective process appears to pay dividends. The Rector of the University of Leningrad told us that ninety per cent of the students who start in his university finish. Once having been selected, the student in higher education is very well treated indeed. There is no tuition and 83 per cent receive stipends of from 300 to 800 rubles per month, which is adequate to cover basic living costs.

Let us follow the course of a young Russian at the University of Moscow. The same general pattern obtains in all universities of the USSR.

Young Ivan may well have been in some kind of a school since the age of six months. First he was placed in a nursery school (so that his mother could continue working) until the age of three. Then he advanced to kindergarten where he remained until he was seven. He then entered on a rigorous ten-year course of study. During this period he was heavily involved in mathematics and science, but also history, geog-

raphy, music, the inevitable study of Marxism-Leninism, and languages. In this regard, as a Russian he will have studied Russian and, starting with the fifth grade, one foreign language. On the other hand, if he had been a student in one of the other republics—Georgia for example—his basic studies would have been carried out in Georgian, or whatever is the local language, and he would have studied Russian as a “foreign” language, plus one other foreign language. Incidentally, we were informed that the proportion of students electing English as their language of choice has continued to grow so that it is now well over fifty per cent.

On successful completion of the ten-year school, Ivan is ready to apply for entrance to the university. But first he must go into industry or agriculture to work for at least two years. The only exception to this work experience, significantly, is made for those who propose to study mathematics or theoretical physics, in which case they will go directly from the ten-year school to the university.

After his two-year work experience, let us say that this lad wishes to matriculate in the Faculty of History of the University of Moscow. He applies and is accepted for entrance examinations. In his case he will be examined in Russian, his foreign language, history and geography. The 75 per cent of his fellow graduates of the ten-year school who do not wish to go on to higher education, or who fail the examinations, will continue to work in industry or agriculture or will go on to a two-year or three-year curriculum in any one of the vast number of usually first-rate vocational schools, called *technicums*, which are scattered throughout the USSR.

So young Ivan comes to the University of Moscow. What does he find? Lying on the Lenin Hills overlooking the city he sees a vast structure covering over 400 acres, rising more than 800 feet into the sky, containing 6,000 student rooms, 200 faculty apartments, classrooms, laboratories, dining halls, libraries, swimming pools, social areas, etc. It is as though the Soviets placed their largest building on the highest point of land in their capital to symbolize the supreme importance which they have given to education.

In this university he will find 14,000 full-time students, including 1,600 foreigners from 42 countries, and 7,000 part-time and correspondence students. Working in this city within a city are 2,100 members of the teaching staff and 800 people doing mainly research. These staff members operate within eight types of scientific faculties (mathe-

matics, physics, geography, etc.) and eight humanistic faculties (history, economics, philology, etc.). At the disposal of the faculty and students is a university library of 5,000,000 volumes.

At the university Ivan and most of his fellow students will have a five-year curriculum. His colleagues in physics and oriental studies will be in residence for six years. His class schedule will start at 9:00 a.m. For the first three years, he and his colleagues will be in the classroom or the laboratory six hours a day for six days a week. During the last two years of his studies his schedule will involve six hours a day, four days a week, with two relatively free days for independent study in the library or small seminar discussions.

At the end of every academic year he will have at least two months of summer vacation, but he will be encouraged with some insistence not to "waste" this time on self-indulgence but rather to make a contribution to the state by volunteering for work, especially, today, in agriculture in the so-called new lands—the 80,000,000 acres of central Asian virgin soil recently put to the plow to expand food production.

During his five years of residence at the university he must continue the study of his foreign language for at least three years—a study which started in the fifth grade. He then takes a proficiency examination in this language, which he must pass. Thereafter he can, if he wishes, continue the study of the language until his graduation. Forty per cent of his class time will be spent in his special field of study. He is not in the university to become liberally educated but to become a first-rate specialist. During the first two years he will have 130 hours of physical education or organized exercise, involving one and a half hours a day, two to three days a week. No matter what the curriculum, all of the students will be required to study Marxism-Leninism and dialectical and historical materialism.

During the first three years of study he may find himself in many classes as large as 300. During the last two years, however, his classes will rarely go over thirty, and he will frequently be in seminars of from three to four students.

Although he will have done written work in the form of papers or reports, practically all of his examinations will be oral.

At the end of five years Ivan receives his diploma. By now he has decided that he wishes to become one day a distinguished historian and teach in the University of Moscow. However, he must first go into the field to work in an assigned job. In this planned society it is assumed

that all graduates will be assigned by the system to the job for which they are most suited and in the part of the USSR where they are most needed. The graduate's choice in the matter is very limited indeed. In Ivan's case, he might well be assigned to the teaching of history in a secondary school anywhere in the USSR. On the other hand, his colleagues who have received their diplomas in mathematics, physics or mechanics may, on recommendation of a senior professor or a board of professors, go directly to graduate study.

After his work assignment Ivan may apply for graduate work at the University of Moscow. He is again examined and if accepted he enters into a period of three to four years of study and the preparation of a thesis which he must publicly defend. If successful in this effort he then receives the degree of *kandidat*.

At this point he again goes into the field for further work, probably in one of the larger secondary schools, to teach history. After two or three years he learns of a vacancy in the rank of *docent* (instructor) in history at the University of Moscow. He applies and, on the basis of record and interview, the Board of the Faculty of History elects him to the position, but not the title. He now works for two or three years in this position and, if his work has been satisfactory, he is then elected to the title with all the rights and prestige that go with it. His salary as *docent* begins at 2,800 rubles per month and may increase to 3,200 rubles in ten years. His teaching load as a *docent* will approximate twelve hours per week.

In the meantime, following the *kandidat* degree, he has begun work on the doctor's degree, for he seeks to become ultimately a full professor and he knows that this degree is almost a prerequisite for the position.

The Soviet degree of *doktor* is a highly regarded and very much prized objective. There can be no doubt that it is a stronger and more meaningful degree than its American equivalent. On the average one works ten years or longer before receiving the degree. It is granted only by one all-Union board on the recommendation of the board of a specific university. It is a research degree, but quite clearly the research must be a truly significant contribution.

Our Ivan has continued to carry on his teaching and research as a *docent* during this ten- to fifteen-year period. Then a professorial vacancy appears. Again he applies, and after intensive screening and interviews he may be appointed by secret vote, this time of the board of the entire university in which the vacancy exists. The post to which he

has been elected may be in a university in any part of the USSR, but the salary and prerequisites are the same wherever he may go. (Formerly bonuses up to forty per cent were paid in the newly established universities and institutes in the underdeveloped parts of the USSR. The rapid development of the university centers and the cities in which they are located has led to the elimination of this bonus.)

As a full professor, Ivan now becomes one of the most important, well paid and privileged persons in the USSR. He will earn 4,500 rubles per month, and if he is a department or faculty head the salary will be 5,000 rubles per month. Whereas most Soviet citizens are entitled to nine square meters of housing space per person in the family, the professor is allocated 27 square meters per person. He is paid for text-books, monographs and other scholarly contributions. If he is elected to the academy of sciences of any one of the republics, he receives an additional 3,500 rubles per month, and if to the All-Union Academy of Sciences, the stipend is increased to 5,000 rubles per month, plus the assignment of a country house, or *dacha*, and a car with driver.

It should be further noted that some professors may serve as consultants to industry, government, etc., and earn up to 5,000 rubles per month for this service.

To summarize, a senior full professor in the USSR may earn, as a professor 5,000 rubles per month, an additional 5,000 rubles as a member of the Academy of Sciences of the USSR, and up to 5,000 rubles more as a consultant, for a total of 15,000 rubles per month. At the official rate of exchange this would be about \$3,000 per month. However, it is extremely difficult to make comparisons on the basis of dollars and rubles. A far more meaningful evaluation is a comparison of economic status within the Soviet Union. In general, one can say that the Soviet professor receives more than the industrial manager and in many instances very much more. He receives about six times the pay of a laborer. In the United States, on the other hand, the average pay of our professors is about twice that of a laborer. No matter how you examine it, it is quite clear that from the point of view of salary, prestige and professional working conditions, the Soviet Union has given far more attention to the teaching profession in relative terms than the United States.

Professor Ivan, having reached this exalted place in the Soviet scheme of things, is expected to carry out his responsibilities with vigor and distinction. His teaching load as full professor will be six to eight hours

per week, with the implicit understanding that he will vigorously devote himself to research and related scholarly pursuits. He has no automatic tenure and must stand for re-election before a body of his peers every five years. At this time he defends his chair and the quality of his work and his productivity.

He is not compelled to retire at any fixed age but may voluntarily enter on retirement at the age of sixty (his female colleagues at 55), with approximately forty per cent of his terminal base salary.

So much, then, for an admittedly superficial examination of some general aspects of Soviet higher education and more especially the Soviet professor. Let me now turn to a brief discussion of certain aspects of the Soviet system which caught our attention especially.

The role of women in Soviet higher education is a significant one—far greater than any of us had fully anticipated. Thirty-five per cent of all teachers in Soviet higher education are women. Fifty-one per cent of all students in these 800 institutions are women, and they are there not to be “finished” or made genteel but rather to pursue exactly the same courses of study as their male counterparts; they will be expected to devote a substantial proportion of their adult life to working in the fields for which they are being prepared. Thirty-nine per cent of the engineering students, 69 per cent of the medical students, 44 per cent of the students in agricultural science, and 70 per cent of the students in teacher training are women. The existence of a vast network of nursery schools and kindergartens makes it possible for the Soviet woman to work relatively full time at her chosen profession and still be wife and mother. Of course there is another side to this coin, for just as there are women physicians and engineers, so there are large numbers of women hod-carriers, truck-drivers, street-cleaners and common laborers. Nevertheless one cannot fail to be impressed with the determination of the Soviets not to waste potential brain power whether dressed in trousers or in skirts.

Another aspect of Soviet higher education that stands out dramatically is the enormous library development in higher educational institutions and the related fact of great familiarity with the foreign literature in all fields. One is not too much surprised at the existence of 5,000,000 volumes in the library of the University of Moscow and 4,500,000 volumes at the University of Leningrad. What is more surprising is to see the provincial University of Tbilisi in Georgia with 1,400,000 volumes and the relatively new University of Tashkent in the Uzbek Republic,

in Central Asia, with 1,000,000 volumes and with scholarly journals flowing in from all corners of the civilized world. Although it is somewhat difficult to determine exactly how the Soviets count their library holdings, it is none the less clear that on a comparative basis university library development in the USSR has been extraordinary and in relative terms, if not absolute, has outstripped comparable progress in the United States.

One could ramble on at length about details of the various curricula in Soviet higher education, but a comprehensive analysis in this regard would require a substantial monograph. I simply wish to add certain over-all observations.

The American people will make a grave and perhaps fatal mistake if they do not, whether they like it or not, accept the objective fact that the USSR has become in forty years a powerful, highly motivated, self-confident, technologically sophisticated country, second only to the United States in industrial productivity.

Although there is grumbling on the part of citizens and undoubtedly points of serious resentment (as in what nation is there not?), there is no reason to believe that the vast majority of the Soviet people are not basically satisfied with their government.

Forty years ago the mass of the people had (1) no freedom, (2) no standard of living and (3), perhaps most important, no opportunity to move through the social and economic structure. That is to say, the son of a peasant died a peasant and the son of a shoemaker died a shoemaker.

Today the Soviet citizen still has essentially no freedom, but since he never had it, he scarcely knows what he is missing. He has a substantially higher standard of living and he is constantly and by every conceivable means told that if he will work harder and wait a bit longer he, or at least his children, will have a standard of living higher than that to be found anywhere else in the world. He now has extraordinary opportunity to move within the system. The son of a peasant knows that if he is motivated and competent he can one day be a professor, a factory manager or a minister.

Out in the heart of Central Asia, in a republic which forty years ago was inhabited by a totally illiterate, nomadic population, and where now one finds a modern, bustling capital with all of the public health, cultural, educational and industrial facilities of any modern United States city, I met a 49-year old professor of epidemiology, with whom I visited

at length. His story, which he told me quietly but proudly, is illustrative. Briefly, his father was a nomadic goatherd. He himself was born in a tent on the wind-swept steppes of Kazakhstan. He was illiterate until the age of sixteen. Taken from his family over their protests, he was put in school along with his two younger brothers, and 33 years later he is a distinguished and productive scientist, serving his native people as well as the USSR as a whole.

No matter how or from what point of view one evaluates the extraordinary industrial-technological development of the USSR, one cannot escape the realization that central to this phenomenon has been a total national dedication to education. From the basic job of almost completely eliminating illiteracy to the development of sophisticated theoretical physicists, education has for many years played a role of supreme importance in the Soviet determination to become the most powerful and influential nation in the world. The leadership of the USSR has apparently understood intuitively that the future, in the last analysis, will belong to the nation whose commitment to education is the greatest and the most sustained.

I do not wish to leave the impression that our brief look at Soviet higher education led us to the conclusion that they had reached the millennium. On the contrary, we found many things objectionable from our point of view—most of all, of course, the basic philosophy in which the individual and his self-development and freedom of choice are quite secondary to the objectives of the state. Certainly we were unimpressed with the centralization and rigidity inherent in the system. The dead hand of ideology quite clearly guarantees that the system has significant gaps, especially in the social sciences. Obviously we could not accept the concept of a university environment in which free discussion of many issues is flatly denied. We developed grave doubts as to the basic structure of Soviet higher education in which the various professional disciplines have been split off from the university to become separate and independent institutes. We believe we saw evidence of serious lack of communication between scholars, for this reason, which will ultimately work to the detriment of Soviet scholarship. We agreed that the Soviet graduate of higher education, although technically proficient, had been denied the benefit of a broad, liberal educational experience so important in these complex and interdependent times.

The lesson for us to learn from the Soviet educational effort is not primarily in the areas of structure, curricular patterns or philosophy.

It is to be found in the position of central importance which education occupies in the national development of the Soviet peoples and in their national and international aspirations, as well as the unprecedented degree to which they are prepared to support their educational program with men, money and materials.

Let us hope that a significant and active majority of our fellow Americans will learn that the cause of human freedom, self-liberation, economic expansion, international relations and national defense in these revolutionary times will be better served in our libraries, laboratories and classrooms than anywhere else. Let us hope we learn it well and learn it in time.

Professional Ethics and the Institution of Teaching

LOUIS T. BENEZET

A senior professor, an active AAUP leader, sat talking in the office of the president of the college where he had been teaching for more than a dozen years. "You're making it tough for me," said the professor, grinning behind his cigar. "You're killing the faculty with kindness. I've always had to fight the administration for what the faculty needed, and I find this faculty don't want to fight you."

Any professor or administrator who likes a fight, and who thinks such fights are over and the era of good feeling has come upon us, will have plenty of chance to change his mind in the decade ahead. In fact only a dogged resistance to corny titles kept me from entitling this brief paper: *Just Before the Battle, Mother*. For it is clear that, as student numbers increase and teachers become more scarce, the lines between institutions scrapping over the same faculty and between faculty and administrations seeking new agreements in the face of a seller's market will be closely drawn. In some cases there is not much farther down the scale of conduct we can go.

We have no code of ethics other than a few brief entries concerning appointments, as they are found in the 1940 Statement on Academic Freedom and Tenure. We have a procedural document as of 1958, prepared by a joint AAUP-AAC committee, on the subject of hearing procedures in cases involving the interruption of tenure. We now have a first report of the AAUP Committee on Professional Ethics. But AAC needs to get busy on the same topic; and in the judgment of several of us, once again the two bodies need to work long and closely together.

With all the statements on ethics so far made, whether central or tangential to the subject, faculty-administrative relations over the country as a whole are not nearly so far above the traditional labor-management attitudes as in our loftier moments we like to claim. The

statement of the veteran professor with which this paper began is, I submit, a fairly typical statement of how professors and administrators feel about the essence of their relationships. The public knows little of this; for the most part we can at least say we fight our battles in private. That situation too may be due to change. During the past year the public schools have come in for their knocks; but as the enrolment pressures reach the colleges the public may for the first time become interested in what happens inside a college community. So far the critical studies, currently featured by *The Academic Marketplace*, have been written within the profession itself. Soon we may expect more questions from outside. Perhaps it is high time. Whether or not they come is not the real issue. The real issue is that the academic community needs to get its house in order on the general subject of faculty-administrative relations. This, I believe, is focused in the need for a better definition of the word "institution," together with a better definition of mutual and common responsibilities to that institution. And there is growing need for institutions together to establish a respect for the integrity of the teaching contract, both in the literal and the symbolic sense.

Here are few illustrations offered from my own experience; any of you could compound them many times.

A young assistant professor of speech and drama with a contract for the coming year wrote in August from California that he had found such an interesting possibility in the movies that he had decided to give up college teaching, at least for that year; might he be released from his contract? Of course he was.

The dean of a college wired in late August for the summer address of the chairman of the mathematics department in another college and subsequently offered him the corresponding chairmanship in the first college, effective the following month.

The dean of a rapidly expanding state university wrote to the president of a private college in a nearby state asking for a list of his department chairman and senior professors along with their salaries, with the explicit intent of offering them more or less wholesale the chance to switch jobs.

The strings artist and teacher of a highly successful summer program in music signed his contract for a substantial increase, and within three weeks asked that it be cancelled because he had had a more attractive summer teaching offer.

A president protested the AAC statement of a few years ago asking

that deans or presidents negotiating with professors of other institutions observe the courtesy of clearing with the heads of those institutions. His complaint was that such a practice would merely inspire administrators to use suppressive measures to prevent their faculty members from negotiating for new and better jobs.

While serving for three years on our Commission on Academic Freedom and Tenure, I heard over and over again the administrator's complaint: "The professor's contract is a one-way street. He gets the security and we have nothing. When a job that suits him better comes along, right up until September, he'll grab it if it suits him." When one of us replied that obviously some administrator must be involved in asking the professor to break his contract at a late date, it would be admitted that the sins are not monopolized by the professors. The upshot of each conversation was: "We need a code of ethics."

Codes of ethics are fairly easy to write but not easy to enforce unless we are clear about what it is that is being protected by the code and damaged by the infraction. I for one believe we shall spin our wheels at the starting line until we decide on some basic responsibilities which professors and administrators equally owe to the institution of teaching.

The current report of the newly reactivated AAUP Committee on Professional Ethics gives us something to work on. That report suggests that the responsibilities of the faculty member are (1) to his subject, (2) to his student, (3) to the institution of which he is a part and (4) to his profession and to the community at large. This is a useful beginning, but a beginning only. So long as the professor's responsibility to his subject is listed as number one, his other responsibilities will be interpreted by readers as having less importance. My own conviction is that so long as teachers consider their individual subjects as having first claim on their loyalty the professors will find it difficult to join in common cause and administrators will find it difficult to join with them either individually or collectively. After all, as William H. Cowley reminds us, professors until the 1860's in America taught a wide range of subjects; none was considered sacrosanct, but teaching was.

In two other professions, medicine and law, codes of ethics make no hesitation in saying that the practitioner's first responsibility is respectively to healing and to justice. The patient and the client, to be sure, are the objects of that responsibility, just as the student is the object of the responsibility of the teacher to teach. It seems to me that if we could begin by agreeing that *the institution of teaching*, in its purest sense, is our first responsibility, we might go on from there. We could

go on for instance to trace the relationships which that institution—teaching—bears to the physical, financial and social corporation known as the college, which exists to give a setting to teaching. I find the AAUP statement on responsibility to the institution somewhat less than satisfactory. Merely to say: "the primary responsibility to an institution that employs the professor is that he fulfill his responsibilities to his own field of knowledge and to his students" does not get us very far. As an illustration: In the middle of a semester a dispute between the head librarian and one of his sub-professional assistants became insoluble, and the librarian at length gave the assistant a month's notice (the assistant was on a month-to-month appointment). The assistant fled emotionally to several professors she knew. One of these professors, without calling on the librarian, the dean or any other officer of the college, phoned wrathfully to a local newspaper editor. Only the good sense of the editor constrained him to call the dean of the college, whereupon he learned the rest of the story and decided that public interest was not involved; otherwise there would have been a nice public black eye for the college in the local press. Now the professor did nothing in violation of his responsibilities "to his own field of knowledge and to his students." He certainly did violate *some* responsibility to the institution, which exists not only to give him a chance to teach but to preserve and advance the institution of teaching itself.

Do we not have much work to do—professors and administrators—to try to define what it is that we serve together? It seems to me that if we could spell out some agreement on this—some agreement that gave us a real basis for unity in what we serve—the code of ethics that might grow up from this agreement would help bring in a new and brighter day. There are many technical questions that need to be worked on: minimal procedures for clearance between institutions; minimal time-limits on reciprocal notification; a more realistic approach to contracts so that they give protection on both sides—and many more. But before this we need, I believe, a common search for a common purpose concerning the institution of teaching at the college level. We all know—and we knew it before Philip Jacob told us—that the college which infuses its administration, faculty and students with some sense of unified commitment has the best chance of making an impact in education. My own convictions grow stronger each year that the entire college profession is looking—groping is a better word—for a sense of common purpose. There really is not much time: we ought to get started.

A Matrix for Excellence

ERIC A. WALKER

A profession, it seems to me, is distinguished from an occupation or trade in at least two important respects: (1) in the amount of study and training prerequisite to a career in the chosen field and (2) in the attitude of the person toward his work.

Under the first distinction, professionalism is achieved through mastery of a rigorous body of knowledge unique to the profession. In medicine and law—and to a lesser extent in engineering—even the earning of an appropriate degree from an accredited professional school is not considered sufficient evidence of this mastery, and the beginner must demonstrate his professional competence by passing an examination constructed and administered by the profession itself before he is allowed to practice.

Under the second distinction, professionalism is conferred by the community at large on an individual or group because of the acceptance by that individual or group of a code of ethics—a code that the individual or group refuses to compromise for personal gain or prestige. This code defines the moral responsibilities of the man to his job and to the public whom he serves.

As with professional competence, this professional morality is not left to chance by the traditional professions. Even during his premedical training, the embryonic M.D. begins to receive instruction about his duties and responsibilities to his fellow men. This training culminates with the administration of the Hippocratic Oath upon his graduation from medical school. Machinery is even set up to enforce the observance of this code by punishing those who, through weakness or selfishness, fail to adhere to it.

It is this professional morality that makes it difficult to reconcile professionalism and unionization. Unionization concentrates on the relationship between the employee and his boss. Professionalism centers on the relationship between the man and mankind. Unionization stresses

rights, privileges and prerogatives. Professionalism emphasizes duties, obligations and responsibilities. I believe this is what Francis Bacon meant when he wrote: "I hold every man a debtor to his profession." Professionalism clearly implies devotion to a higher end than that of personal profit or selfish interest. I should not wish to be misunderstood at this point. I do not mean that rights and privileges should be ignored or neglected. Unions can accomplish—and have accomplished—many important services for their members. But these are not *professional* services.

We must keep this distinction clearly in mind, I think, when we discuss a *professional* code for the academic profession. If academicians wish to achieve professional status, they will have to demonstrate their willingness to accept professional responsibility. This is why I am disturbed by what seems to me to be a preoccupation with personal interests to the exclusion—or at least de-emphasis—of *professional* interests. For instance, in his book *Faculty Rights and Obligations*, Charles Denison presents an "Academic Bill of Rights and Obligations" on which he based his study. The list includes fourteen "rights" but only eight "obligations," and some of these obligations seem to be only ingenious inversions of rights. For example, the faculty member has a right to "assistance in matters of personal and family responsibility" and an obligation to use this right. This means, I take it, that he is obligated to borrow from the institution if he cannot pay his bills on the first of the month. If I read the journals correctly, faculty and administration privileges and responsibilities refine, in the minds of some faculty members, to faculty privileges and university responsibilities. This sort of thing may have certain personal advantages, but it is certainly not professional.

As I see it, any professional code for the academic profession must be based on the acceptance of important responsibilities for both professional competence and professional morality. In this perspective, new light, I think, is thrown on some of the most troublesome problems involving faculty-administration relationships. I should like to discuss very briefly some of these.

Take, for instance, our tenure policies. To the extent that these have accomplished their original objective—the protection of the teacher's responsibility to search for and teach the truth—it has served a truly professional purpose. Extended to cover job security, it runs afoul of another important faculty responsibility—the professional responsibility to monitor the quality of its own membership. It is patent, I think, that

the faculty cannot "join hands with the administrators in replacing mediocrity or worse with dedicated competence," to quote from the January 1958 report of the Commission on Academic Freedom and Tenure, while insisting on continuous tenure for all who manage to survive a seven-year probationary period. You cannot join hands when they are tied behind your back.

It is clear then, I think, that we need to take a new look at our tenure regulations—a look designed to protect the professionally legitimate aspects of tenure and yet make it possible for the faculty to discharge effectively its responsibility to guard the quality of its own membership.

Further, if faculties are to assume the responsibility for professional competence, they must also assume responsibility for establishing standards by which that competence can be measured. We must recognize here that some sort of evaluation will have to be made of the teacher's work. Some teachers will be hired; others will not. If the probationary period is to mean anything, *someone* will have to decide on *some sort of basis* who will—and who will not—be granted tenure. Unless raises and promotions are to be based solely on seniority, *someone* will have to determine who does—and who does not—get them. Most basic of all, without some sort of mechanism for evaluating faculty competence, the responsibility for protecting the quality of the faculty cannot possibly be discharged. The only real questions involve who should determine the criteria for judging faculty performance and to what use the resulting evaluations should be put.

The responsibility for establishing the criteria by which their work is measured, it seems to me, rests clearly with the faculty. The administration should assume primary responsibility in this area only on default by the faculty. And I further think that the results of evaluations based upon these standards should be used not simply to determine tenure status and retention but also to reward merit. If we are to attract the best minds to the academic profession, we shall have to make it possible to reward excellence. We cannot protect quality simply by eliminating the ineffective: we must also reward the unusually effective.

Concern with academic competence, if nothing else, involves the faculty in responsibility for the academic affairs of the institution. Curriculum, for example, is a primary faculty responsibility, and the continued fragmentation of the curricula in our colleges and universities is only one indication of faculty failure in accepting its responsibilities in this area.

Of particular interest in this area is the matter of teacher education. If colleges of education have gone too far in stressing methods, as many critics would have us believe, the rest of us have done far too little in this matter. We spend nearly all our time teaching a discipline—mathematics, literature, social science or what have you—and almost none of it teaching how to teach. Nor is the beginning teacher normally given much direct help in acquiring effective teaching methods after he joins the faculty. For the techniques of one of his two principal jobs—the job of teaching students—he must depend almost entirely upon what he learned from the examples afforded him by his subject-matter teachers and what he can learn through trial-and-error methods in his own classroom. This, it seems to me, is a gross violation of the academic profession's responsibility to protect the quality of its own membership.

Finally, if the academic profession is to protect the academic freedom so necessary for discharging the responsibility to search for and teach truth, it must protect itself from academic license. A faculty member's competence lies in one particular discipline. In other disciplines he is no more qualified than any informed layman. Those outside a college or university, however, cannot be expected to be sensitive to this distinction. When a member of the faculty of an institution of higher education speaks, on whatever subject, it is generally assumed that he speaks as an expert and for the institution. Because of this, the individual professor must accept, as a personal responsibility, the obligations: (1) to make it abundantly clear when he is speaking for the institution and when he is speaking as an individual; (2) to make it equally clear when he is expressing opinions in his particular field of competence and when he is taking advantage of his privilege as a citizen to express an opinion about a topic on which he is not necessarily well informed; (3) to present evidence on both sides of a controversial question or a question involving social values or judgments. He should, in short, recognize the limitations of his knowledge in order to avoid abusing his privileged position. Further, the profession at large should assume the responsibility of protecting itself from abuses of academic freedom. The faculty is obligated by the freedom it claims.

These are grave responsibilities. They are extremely difficult ones to discharge. But any really professional code for the academic profession must take them into consideration. If the profession rises to this challenge, I have no doubt whatsoever but that it and its individual members will be granted the rights and privileges that stem from professional status.

Transferable Excellence?

H. ELLIS FINGER, JR.

One of the essentials for a first-rate college is good students. Where we get the good student is unimportant so long as we get him and do something for him. Our committee suggests that an appreciable number of good students can be had by the four-year colleges from the two-year colleges and should be accepted.

Our position rests on certain assumptions. One of these is that every college or university should be disposed to serve the nation by providing educational opportunities for the best qualified young men and women. We assume that no college is justified in seeking merely to preserve its own life. A reputable educational institution will safeguard its standards so that it can be more useful both to the nation and to the student who is being educated to serve his native land.

A further assumption is that America, now as always, urgently needs highly skilled and educated leaders in every area of life. And as a democracy America needs a substantial number of well-informed, well-disciplined citizens who will intelligently work as colleagues with their leaders, a constituency that knows how to be led. Both the leaders and their immediate followers will come from our colleges.

Implied here is the recognition that America will be confronted for the rest of our lives with recurring crises—grave, acute, dangerous. For this unenviable but unavoidable prospect colleges must gird themselves in order to give the best opportunities to the right men.

This assumption of a college's usefulness to the nation does not overlook the importance of the individual. It implies no desire to make higher education exclusively utilitarian. In a democracy it is assumed that every person's worth will be respected and his rights safeguarded. At the same time it is imperative that in a democracy obligations and responsibilities be given due emphasis.

To illuminate the problems involved in transfer from the two-year to the four-year college, let us take a hypothetical lad—the well known

and much abused Joe Doakes. He chooses to study for two years beyond high school at a two-year college. During this period he decides to plan a four-year program and with the assistance of his counselors directs his energies to that end. When he transfers, one of two things may happen to him. He may be merely tolerated because he is branded as a "transfer"—accepted but not altogether acceptable. This brand is thought by many to indicate inferiority of some kind. The indisputable fact that he has a bright mind—brighter than some of the "native" students—seems beside the point. The further indisputable fact that he has a winsome personality, versatile gifts and great promise seems almost completely to be overlooked. If he has transferred from a two-year college into the upper division rather than from the secondary school into the lower division, he seems for ever and ever to be an alien.

Naturally Joe is unhappy when he discovers that scholarship opportunities for his kind are limited if not non-existent. He experiences misgivings when he sees a fellow "alien" passed over for some student activity opportunities in favor of a less gifted, less able "native." He wonders if at his new college they have not yet heard that new blood can bring freshness and vitality. Do they overlook the value of wholesome competition and the importance of fairness in reaching decisions—fairness to the candidate and to the students whom he aims to serve? And Joe is humiliated when he learns that, no matter how brilliant his record, no matter how much he excels in comprehensive examinations or in graduate record scores, he is ineligible for the honorary societies, simply because he happened to get his start at another place. This despite the fact that he handles himself admirably on all written and oral examinations, has a number of attractive opportunities for graduate or professional study and shows promise of outstanding service to his fellow men. He does graduate—the degree is not withheld—and perhaps goes on to bring distinction to his alma mater, though he was something of a prophet without honor while he abode there.

But Joe Doakes' fate may in fact be quite the reverse. He may be made to feel that he is a very much wanted child. He may find no discrimination either against him or for him. On an equal footing with other students—that is all he expects—he can seize his opportunities, make his mark and be appreciated for his contributions. He may discover to his delight that he is laboring alongside colleagues who like himself qualified for upper division work by some means other than simply showing a passing mark for the minimum number of hours at

the sophomore level. He is or should be eager to take a test like the National College Sophomore Test. He learns also that the lower division program at this particular college has been improved and strengthened so that students applying for the upper division will embarrass neither themselves nor their college by failing to qualify. This is an equality of opportunity that is a credit to an institution and gives dignity to its students.

Joe learns a lot of other things too that go on behind the scenes. He learns that the college which has so completely accepted him reports regularly to his two-year college on his progress. He discovers too the debt he owes the two-year college when he realizes that the quality of its work must be unquestionably good if its students are to have the opportunities for further study which he is enjoying. And imagine his further surprise when he learns that some of the trips the administrators were forever making were for the purpose of conferring with their colleagues in senior colleges to see how their academic programs could be mutually helpful.

To be sure, Joe had to learn his way around when he got to a new campus. But that is not a big order for a man who has had two years of college anywhere. He missed his old instructors but he was pleased to have new ones. They were new not only to him but to most of his classmates as well, even to those who had been around for two years. He did not feel for long that the "natives" were the institution's own students and he was not. On the contrary he was made to feel that he too belonged and could be useful to the institution even as it was useful to him.

By way of a final word of defense for Joe Doakes the "transfer" and of commendation for both the sending and the receiving institution, these observations:

- 1) Graduate and professional schools do not recruit all their students from the undergraduate college of arts and sciences in their own universities. They go regularly to strong four-year colleges where they find equally well qualified candidates. Are there not some parallels when transfers from two-year to four-year colleges are under consideration?

- 2) Few colleges anticipate granting degrees to as many freshmen as they admit; consequently there are vacancies that can be filled in the upper division. Moreover many colleges have small classes in the upper division which could profitably have a few scholars added.

- 3) Every student is a transfer. The question is not one of status but of time or occasion. Some students transfer at the end of the twelfth grade,

others at the end of the fourteenth, but all are transfers. We make a somewhat arbitrary distinction between secondary education and higher education, but a student's mental experience or adventure may make no such distinction. And in this age of mobility, transferring is a normal experience.

4) A second transfer may contribute to the making of a more useful citizen because of the demands of an additional adjustment. If this happens to a student, it helps him and helps the society he is educated to serve. And the college is not required to make any sacrifice of basic principles.

5) A transfer student may be expected to contribute appreciably to the college community he joins. He can bring a freshness in point of view and a competitive vitality that will be stimulating if they are given a chance.

6) There are obligations that must be met by the sending and the receiving institutions as well as by the student involved. The two-year college has an obligation to prepare the student thoroughly for the program into which he will move. This preparation includes counseling the student and conferring with at least some four-year colleges. The four-year college has a two-fold obligation. It should provide opportunities for the new student without discrimination. It should on the other hand see the occasion for a better program in the lower division for the students who start their college career there. In meeting these obligations both the two-year and the four-year college will be better fulfilling their mission.

Educational Opportunity: a Joint Responsibility

PETER MASIKO, JR.

Our main responsibility as educational administrators is to make plans now to meet what we know will be pressing problems in the next six to ten years. We are already facing most of the problems we shall be facing in the years ahead, but as there is less pressure at the moment, it may be possible through discussion and honest appraisal of the issues at hand to establish good working relationships between two-year and four-year colleges.

As a representative of a large public junior college and also of the American Association of Junior Colleges, I have my prejudices and these may be evident in some of the remarks which I shall make. It seems to me, however, that there is pretty general agreement on a series of basic assumptions which I shall list as a background for my discussion.

- 1) The pressure for college attendance will continue to increase.
- 2) Adequate provision for post-high school educational opportunities will have to be made.
- 3) If private colleges do not expand to take care of their present percentage of the total college population, existing and new publicly supported colleges will have to absorb the excess numbers.
- 4) Public junior colleges are a reasonable answer for a large part of the problem posed in item 3.
- 5) All higher education, both public and private, will benefit from an expansion of low-cost, easily accessible public junior colleges. The ready acceptance by senior colleges of junior college graduates will encourage larger numbers of our high school graduates to enrol at these junior colleges.

Most of the effective relationships among our individual colleges are based on faith and trust in each other. The junior college is entitled to similar faith and trust on the part of senior colleges. If a junior college is accredited by its regional association, it is entitled to have its credits

accepted at face value by all higher institutions. It is to be expected, in turn, that the junior college will maintain high standards so that its students are properly prepared for transfer.

Junior colleges which are not accredited should bend every effort toward accreditation. Until this happens, however, such colleges must work on an individual basis with neighboring senior institutions so that these will be in a position to evaluate and accept the work offered by transfer students. All colleges have an interest in raising not only their own standards but those of their sister institutions as well.

One of our proposals raises the question of special consideration in transfer for the junior college graduate. A case may be made for special consideration in view of the fact that the junior college graduate has received all he can from this lower division institution. He *must* transfer if he is to continue his college education and, in the main, his junior college experience qualifies him well to continue successfully at the senior college.

A number of transfer studies have shown that junior college graduates make good records on transfer, even though there may occur what we might call the first semester transfer "shock," during which the grade-point average of the student drops below that which he achieved in the junior college. In most cases, however, this is quickly made up and his former grade-point average is restored.

We should keep in mind that for many high school graduates the local junior or community college is the "best college." Some of the reasons that might be advanced for this statement are:

- 1) Personal and family finances may dictate this choice.
- 2) Emotional or social immaturity may indicate the desirability of an additional year or two of family supervision.
- 3) Indecision about a choice of career or how long a student plans to go to college may justify using the local junior college as a testing ground.
- 4) A spotty high school record may cause the student to feel that he could not succeed at a four-year college, but he may be willing to try the local institution.
- 5) Local junior college may be the only place at which he can get the curriculum he desires, e.g. a two-year terminal or technical curriculum.

Some evidence of the way in which a junior college can serve as a testing ground for students can be found in the November 1958 issue of the *Junior College Journal*. In a report on the Boston University Junior College it is stated that since 1952 over 2500 students have earned

the privilege of a four-year college education through the basic and developmental course of study offered by this junior college.

All of these students were originally denied admission to the basic four-year curricula. They were admitted to the junior college program, and the work they did there qualified them for admission to the senior college after careful evaluation by committees set up for this specific purpose. Most of these students had been either "late bloomers" or had not worked up to their potential while in high school.

Those of us in the junior college know that we cannot *demand* that four-year colleges accept junior college transfers, but that, if they do not accept reasonable numbers in the years ahead, new institutions are likely to be created to meet this need.

We believe that it is desirable in the best interests of our private four-year colleges that they examine their relationships with junior colleges, that they learn more about them, that they consider junior college graduates as desirable new students and that they help to make the junior college an acceptable starting place for large numbers of the oncoming flood of high school graduates.

We must keep in mind that we have a joint responsibility to the nation to develop to the fullest the talents of our individual students. Much of this talent can be found in our junior colleges, and it is incumbent on all of us in higher education, both public and private, to see that this talent has an opportunity for full development.

Many recent studies of class size and the cost of operating the various levels in higher education seem to indicate that most colleges could with profit accept more students for their junior and senior years. This would promote a more efficient use of plant facilities and teaching personnel; it would give the institution the advantage of wider representation among the student body, and it would probably add many top-quality students to the institution's roster.

We believe that a positive approach to the question of transfer students is in order. All too frequently in the past our students have reported back that the college to which they transferred did not give them full credit for their junior college courses. There are many valid reasons why this might happen and we in the junior college fully appreciate those reasons. Failure to accept junior college credits for whatever reason, however, tends to cast an unfavorable light on the junior college, and in most cases this is not justified.

We feel that the senior colleges might well consider just accepting

in toto the credits offered by the junior college graduate, particularly if a "C" average has been required for the Associate in Arts degree. Having been told that all of his junior college credits have been accepted, the junior college transfer student could then be advised that in order to meet the graduation requirements for a particular four-year degree the following is the program that he must complete.

This approach might well mean that a student would take exactly the same amount of work in the same length of time as would have been required if one or more courses from the junior college had not been accepted. The whole atmosphere is changed, however, with this positive approach and it would do much to make it possible for the junior college to be faithful to its own special mission and to its own course requirements for the Associate in Arts degree.

If we bear in mind that most junior colleges send their graduates to a large number of senior institutions, it may be easier to appreciate the fact that it is extremely difficult for the junior college to meet the transfer requirements of every conceivable four-year institution. In addition, the junior college must serve the varied needs of its community—a student body which is diverse in its interests, covers a wide range of academic ability and is preparing for a variety of occupations and professions.

What all of us need in helping to meet this problem is more and better communication among our respective institutions through their administrative staffs and their faculties. There are very few problems that cannot be solved by face-to-face contact and discussion. It is our hope that each one of you will actively assume the promoting role in meeting this problem of better communication.

For example, senior colleges might publish in their catalogues explicit statements designed especially for the junior college transfer. Separate pamphlets might be developed for a junior college transfer indicating that he is a welcomed addition to the four-year college campus. Frequent inter-visitation, not only on the part of the counseling and recruiting staffs but at all levels in the two-year and the four-year colleges, would be in order. Finally, subscription to and careful reading of the publications of each of our national organizations by all of us would do much to inform us of the problems which we face in common and the points of view which each of us has concerning these problems.

Excellence and Godliness as Intellectual Achievements: a Protestant View

JULIAN N. HARTT

It is a matter of some scruple for me to recall at the outset that the phrase "a Protestant view" hardly means more than "the view of a Protestant." A singular union of arrogance and ignorance would be necessary to pose as a representative of Protestantism as such.

One further preliminary observation is to be made: the excellence treated in this paper is of the moral quality and is therefore to be understood as being at least roughly synonymous with the acquisition of virtue—if indeed that word has not lost all its flavor. Thus the question I propose to treat is really twofold: from a Protestant viewpoint, what is the right relationship between sound morals and true religion; and to what extent is the right relationship linking the two an objective and conscious concern in college education?

I

For the execution of our limited purpose we need not render an account either of the actual content of sound morals or of the responsibility of the college to engender a healthy respect for sound morals. Rather we must proceed to consider as fairly and as dispassionately as we are able certain living convictions concerning the relationship of morals and piety to each other, as being something the college must at the least analyze and perhaps even assist in creating and confirming.

One such conviction is held in common by many Protestants and many Catholics: piety is a great inducement to sound morals and also a great defender and protector of morality. (By "piety" we mean not only verbal profession of belief in God but also habits embracing human powers other than speech and expressing a settled desire to be worthy of God's approbation.)

There is of course much to support this conviction. Religious atti-

tude and belief often generate respect for moral conventions as well as profoundly real guilt for moral failures. It is also the case that the churches in western society have habitually defended the established moral order both against more or less conscientious immoralities and against systematic assaults upon the foundations of that order, inspired by religious beliefs or philosophical theories radically unsympathetic to the established faith. Indeed hardly another contender than the church can be found in western society for the title of Grand Conservator of sound morals.

In this respect western Christianity, both Catholic and Protestant, has done its work too well for its own prestige, if not for its own health. From the transcendental endorsement of a morality that the church had a very large hand in creating in the first place, many people—and many of these with the best will in the world—have long since concluded that the legitimate and important benefits of religion are exhausted in sound morality. The righteous man thus emerges in western culture as the most splendid achievement of God; and this paragon of virtue, and the God who somehow created him, have thereafter hardly any other commerce with each other save the just acknowledgment of respect each for the other, expressed in gestures of appropriate dignity and urbanity.

From this digression I must return to the above-mentioned conviction concerning the relationship of piety and morals to each other. We return to this conviction to take note of its corollary in educational philosophy, namely the intent to provide in and through the college some official exercise of piety. A certain hard-headed wisdom works in this intention, a certain shrewd reckoning with fact. The fact is that the college student is exposed to the corrosive acids of rational criticism, and this to some ponderable and serious degree whatever protections against the same a given college may seek to provide. Alike for childlike religion and for moral principles held largely out of respect to parental authority, a little—ever so little—philosophy is a dangerous, indeed a very dangerous thing, even though the philosophy be smuggled in under some innocuous label. Accordingly the college seeks to continue the religious nurture of its youth in some recognizable degree and pattern. Here the hope is that a more mature religious life will avail to protect the moral conventions deemed worthy of that protection and will eventually assist the moral sensibilities of the young person to find fulfilment.

"Fulfilment" is a theme we have not yet broached, and it is time we

did so. Up till now a false impression might have been created, namely of purely protective and defensive attitudes and measures adopted by religious people *vis à vis* morals. A more affirmative disposition is not far to seek, a will to cultivate the highest degree of virtue and the profoundest level of piety as the demands of the living God. Here Protestantism in the modern world, and especially in America, has taken its stand.

But how far is this dual flowering of Christian spirituality to be understood as being an *intellectual* achievement? How largely does its attainment depend upon the rigorous disciplining of the intellect? The historical answer appears to be clear. Protestant churches in America were zealous in the founding of colleges, and frequently into their founding charters and constitutions went statements of lofty purpose to serve both God and the civil state. So far the training of intellect for the high uses of godliness appears to be acknowledged as a goal of college life. And in pursuit of this goal certain curricular devices have long since become familiar landmarks in the history of Christian education: courses in Bible, in Christian apologetics, in philosophy of religion from a Christian standpoint, in history of religions from a Christian standpoint, etc. These curricular arrangements were supported and complemented by chapel services, attendance thereupon being regarded as both a religious and an academic duty.

Does all of this clearly mean that the healthful union of moral excellence and godliness was understood in any way to be dependent upon intellectual excellence—or at least upon the serious pursuit of intellectual excellence? I think not. The college understood as a Christian Protestant enterprise existed more largely to confirm the antecedent work of home and church, in the realm of religion, than to probe for soft spots in the intellectual structures of conventional piety or to venture heroically out into the uncharted frontiers of spirituality. Consequently it was very important to home and to church that the college should be a safe depository of their youth, and this earnest desire had a way of expressing itself in the board of trustees of the college. I daresay that many of us who are products—or by-products—of the smaller Christian Protestant colleges can remember the visitations to the campus of trustees and of other concerned clergy alarmed by report and rumor of teaching subversive of orthodoxy. Sometimes nothing came of these forays, except agitation of the risibility, the irascibility and the moral sensibility of our best teachers. Other times the mischief was greater, as we judged

the issues: good teachers badgered into self-betrayal, and others summarily discharged, for the greater glory of God. But this is a further digression. What I am proposing as historical interpretation is that the Christian Protestant college in America has not commonly or systematically operated from a clear and settled conviction of the indispensability of rigorous intellectual life to the life of godliness.

The reason for this is buried deep in the heart of Protestantism. *It is the certainty of salvation through Grace alone.* The glory of eternal life, and the assurance in this life of this priceless blessing, are ours only by God's free choice and not by any moral or intellectual achievement on our part. Certainly this faith is rarely encountered today in its historical purity. It is however a ponderable and potent force in adulteration with other attitudes; so we shall deal with it here.

Consider, for instance, piety converted to subjectivism. The Christian religion becomes a state or quality of the private ego, a name for feelings and attitudes which the world has not given and cannot take away. Here Jesus is the beau idéal of moral aspiration, and a name for the assurance of eternal bliss. God is known and loved more for the blessings of inner peace and joy than for anything He might be in Himself; but He is also the being who metes appropriate recompense for keeping and for not keeping the moral law. Finally the moral law is a code of command and precept binding upon the person considered as private ego.

The ethical stance consonant with this conversion of piety is equally familiar on the American scene. It is a combination of specificity and of vagueness: the specificity of morality is exhibited in the Ten Commandments and in the prudential items of codes of professional ethics; the vagueness is sincerity, earnestness, helpfulness, etc. as the indispensable and finally decisive core of morality—that to which appeal is certain to be made when the behavior of a person on the public stage has been particularly ruinous of the common good.

In this complex of moral and religious attitudes it would be extremely difficult to find a component which required rigorous discipline of the intellect as a condition of its perfection. The complex as concretely realized in persons commonly manifests, in fact, a suspicion of intellect as inimical to its own life and power—of intellect, that is, schooled to estimate the meaning and prerogatives of morals and piety so understood. So we hear it said that true religion is acquirable by heart-work rather than by brain-work, and that the worst crimes are often committed by the most intelligent and best-educated people.

This complex is an outgrowth of the Protestant spirit. Undoubtedly other parentage is intimately involved. But the sponsorship is Protestant in the public and popular mind. The result, then, of the original confidence in the mercy of God alone to save man is this blend of convention-affirming morality and private feeling-centered piety. For salvation—now from immorality, low reputation and a socially useless life—man falls back upon inner feelings both of divine approval and self-approval.

At first glance the aims of liberal education would seem to comport poorly with this view of religion and morals. The heart of the spiritual life appears to be immunized against free criticism. And with the vital center thus abstracted from critical inspection and from enrichment at the hands of a maturing mind, what is left to the college but to train vocational skills of one sort or another and to develop appreciation for the high values of our culture? To the degree that the vital center is abstracted from critical inspection, the high values of culture are presented without their historic source and without their most concrete expression in the everyday world, namely morals. The abstraction of the vital center can be justified only to religious forces suspicious of free criticism and not to people who believe that spiritual health in the person and in society requires perfection of the arts of criticism.

I should like to think that this last remark furnishes a reasonable transition of our interest to a third conviction concerning piety and morals: the moral unity of the state is *secured* by sound piety but is neither created by that piety nor strictly dependent upon it for meaning. When we say "secured" we mean given a kind of endorsement not otherwise available. So understood, "security" for a moral system is not to be confused with that which is the *matrix* of a moral system, the aspirations, dispositions and historical vicissitudes out of which a moral system emerges. Abstractly considered, it is of course entirely possible for a religious system to be both security and matrix of a moral system, and we know people who so read our situation, but I believe the reading to be erroneous. At an earlier moment in our history that view was more largely and more clearly adequate than it is now. In the meantime both systems have been significantly modified, partly as a result of "geologic shifts" in our culture, partly in response to free criticism. In the present situation, then, the belief that the moral system is largely independent of the religious is more than credible, it is inevitable. Now piety is summoned to make more fully persuasive a moral decision made without piety; the will of God is what we have already resolved to do

without consulting Him and what we submit to His approval—but not to his veto; prayer is used as a dignified way of opening a meeting, not as a way of structuring a situation or of reaching important results.

Such a situation obviously exposes more of piety and, as a side-effect so curious as to rank as an afterthought, more of morals to free criticism in the college (and elsewhere) than any other situation or moment in our national history. Rejection of tradition becomes a badge of membership in the society of critical spirits. Truth must be one's own personal achievement; the good is what is good for me.

When this spirit assumes command it hardly matters whether piety or morals is the focal target of criticism. Sometimes the break with piety is motivated by the desire to live beyond the moral conventions, for which purpose—the same being heralded as Freedom—it is necessary to break the back of religious taboos. Then again the principal goal is the destruction of the ancestral gods, for which purpose it is necessary to show that their ethical decrees and sanctions are worthless. In both cases the instrument of salvation, the power unto freedom and new Life, is the art of criticism, the free inspection of all truth-claims and of all pretensions to goodness.

The college has always had a major role to play in the perfecting of the arts of criticism. It is not hard to see the reasons why this has been and remains the case. To mention one: the college is the only society where such endeavor can be regarded as a central matter of business. And another: the college is the chief repository of the great literature of criticism—a literature sometimes given the attention appropriate to a perpetual-care cemetery but even then a threat to unsullied ignorance and aboriginal complacency. Furthermore the college, so constituted and equipped, attracts to itself persons interested in its interests, persons who are willing to eschew a fair portion of fame and comfort in the world for the sake of untrammelled search for truth, and who, for the enjoyment of so great a good, are even willing to teach the young, to train them up in the way they should go.

But this cultural situation has its peculiar problems, as it has peculiar greatness. One of these problems we may express in somewhat journalistic terms with hope of pardon: the college is suspected of subverting sound morals and true religion through its indulgence of free criticism. This charge is actually two indictments folded into one. One is the accusation of fomenting skepticism; the other is a matter of teaching "false doctrine." To be sure, "false doctrine" embraces a host of sins,

such as Keynesian economics, socialism (creeping or galloping), unitarianism, ethical relativity, liberalism, Marxism, etc., but the unifying theme is the fear of theory hostile to the power and privilege of the ruling class or group. Relative to this fear, the charge of skepticism appears far less formidable, except perhaps in times of great crisis when anything that impedes right and resolute action is a threat to the endangered society. Such a time does not over-capitalize cool heads, and a cool head is presupposed where distinctions must be drawn between a merely methodological skepticism and a skepticism that attacks the beliefs upon which our society rests its case for truth, beauty and the good. I conceive this distinction to be sufficiently important to direct attention upon it for a moment. It is, I believe, a distinction requisite for right understanding of the forms and functions of *free criticism*.

Methodological skepticism is an attitude and procedure for testing beliefs. It is sponsored and controlled by a desire, indeed a *passion*, to find thereby that belief intrinsically so rich and secure that a whole system of value can be built upon it. Serious and significant criticism has always this mode of doubt in it somewhere, that is, a disposition to test the appearances, the plausibilities, in the lively hope of finding unshakeable reality.

Substantial skepticism is an attitude and procedure for effecting disengagement from the particular world it attacks, and this either for the sake of a higher and richer world attainable only through the destruction of this world or for the sake of a private life free of turmoil. Criticism compatible with this kind of skepticism is fundamentally a form of special pleading, of advocacy, for a life, and perhaps for a whole society, impossible in the present situation; and as such it may easily become ruthlessly Machiavellian, consecrating as appropriate or even *humane* any instrument able to harass, discomfort and destroy the present order. Faithless to the present age and to all who struggle to make it humane, such a critic acknowledges a faith only in some schematism calculated to bless another age while cursing this one, or to procure for himself some good lost upon the insensible rabble.

I have, with some malice aforethought, so characterized the second mode of skepticism as to make it incompatible with the life and aims of the college. The college is not, and ought not to be, the secret agent of another world; and it is not a hot-house for the cultivation of epicurean orchids of spirituality, paragons of self-loving disengagement, "beat" to a winsome or elegant frazzle. But if it is not these things, what is it,

relative to the spiritual foundations of the culture around and in it? Being in form and purpose human, the college walks by "faith." But by *what* faith? And in what manner does it or ought it walk?

II

Let us propose to the first question this sort of answer: the life-provisioning faith in which the college walks is the value-system popularly identified as the Judeo-Christian tradition. The phrase is trite, yet it denotes a socio-psychological complex of remarkable durability and of some residual potency. There is of course no way of knowing and of worshipping God which is a precipitate of or an extract from two religious communities so fundamentally different in important matters as Judaism and Christianity. Nevertheless "Christendom" is some kind of synthesis, whose meaning and viability are more largely moral than religious. "Christian" civilization, in other words, is a way of organizing society, both for the performance of immediately needful tasks and for the cultivation of man-enriching arts, rather than an arrangement derived from the life of the church in order to make that life the true and proper lord of the human realm.

The Judeo-Christian tradition is then a complex of attitudes and of moral policies projected therefrom. To this day the soundness and meaningfulness of human life are estimated against that complex, not entirely but yet seriously. Potent as that tradition thus remains, it is inherently vague. The arts of criticism are required to make the tradition both clear and concretely relevant. *Such arts themselves are cherished and perfected only under the over-arching values of that tradition.* The critic must have ground to stand on, and a moral atmosphere to breathe, and norms to use; and in these ways he can hardly be said to be *free*, if by free we should happen to mean "purely self-propelled, self-starting, self-vindicating."

I fancy that the second question asked a bit earlier is in principle answered—the question about the way the college walks, given the faith. The way is the way of "free criticism," of enquiry and reflection probing for the reality and unreality in the plausibilities of culture, without let or hindrance from persons who have exploited some such plausibilities for personal or group advantage.

So to walk imposes a severe demand for intellectual excellence. Criticism is very different from opinionating and from every other form of preference-ventilation. The critic will probably not refrain in the end

from telling us what he likes and what he dislikes, but it is not this disclosure that makes him a critic, even though it may make him human. Criticism is *thought* given over to detecting reality embedded in mere likelihood or plausibility; and so understood it is the highest form of mental hygiene, since the spirit of man has health only when it has that knowledge of reality and *rapport* with it which we ought to signify by living in truth.

III

From the earliest Christian times to the present day another form of criticism has been a significant phenomenon in the western world. I mean the prophetic utterance of the church environed in culture and largely habituated to that culture but withal under obedience to God who alone is God. The faith of the church is not in the Judeo-Christian tradition: the church walks in the Holy Spirit, as the church, rather than in the moral atmosphere of the cultural *consensus*. So enfaithed and enspirited, the church also has need for its own critical arts, the attainment of which again requires intellectual powers of the first rank.

The prophetic utterance of the church is inspired and informed by the certainty of the revelation of the living God. The content of such utterance is never properly interpretable as platform or detail of a new social order, even though the people of the church themselves do sometimes wander afield into such interpretations. "Prophecy" in the church is the holy office by which a society is recalled to proper respect for the moral foundations of its life; and this summons goes forth in good faith from church to society only when the church proclaims the religious context in which those moral principles are intelligible.

Prophecy so understood is a great burden upon the church. Ardent and perceptive execution of the prophetic role is not calculated to elicit devotion from people who profit from injustice; and those who are long used to the exercise and enjoyment of power for their own sake are not greatly comforted by prophecy. This is one sort of burden. Another sort is the difficulty in rightly reading the quality, temper and movement of the age, and thereafter in interpreting the legitimate and inescapable demands of the Christian ethic. Popular thinking makes light of the latter difficulty, since to it nothing could be simpler than finding the appropriate rule and then applying it to the particular situation. But the *rules*, what are they? Finally and decisively, they are desirable attitudes and general directives for conduct. Justice, for example,

is not a *law*: it is an attitude or disposition favorable to the appropriate treatment of all claims to rights in the social order; and accordingly the *rule* of justice can only be: "Be as just as you can" or "We must be just." And so we must; but what concrete policies and programs are the flesh and blood of justice can be made out only by the most diligent and laborious examination. Good will must participate in that examination as a fundamental condition of its being prosecuted in the first place. But good will without trained intelligence is powerless to realize the demands of justice or, for that matter, any other moral imperative of any consequence.

For this great business of prophecy intellectual excellence is mandatory. I do not mean that the will of God is simply excogitated from history or sociology or psychology, by much brain-sweat. It is the concrete and particular acknowledgment of God's holy purpose which requires the highest development of perceptual and judgmental powers, along with the moral excellences of courage, patience and prudence.

The task of developing perceptual and judgmental powers is not itself an ecclesiastical proprietorship. In general the art of reflection is a secular rather than a religious attainment; and it can therefore in reasonable safety and good faith be left to secular education to pursue. But it ought not simply be *left*, it ought to be committed, as a sacred charge, to the secular centers of education. It ought so to be entrusted as to elicit an answering seriousness in the cultivation of moral sensibilities—that is, of the power to feel strongly the pressure of moral imperatives and to judge clearly the appropriate enactments of duty and of desire to achieve the good. Beyond this, whether, or how, the churches are able to attract and to prepare people so endowed and so trained for particular services—as prophets, priests and pastors—is not our present concern.

IV

Finally, as seen from within the church, moral excellence and godliness are contingently rather than essentially conditioned upon the perfection of intellect. I mean by such a distinction merely that some but not all moral perfections require uncommon perspicacity, and that some but not all aspirations of godliness require uncommon exercise of the cognitive faculties. But more than any particular aspects of the ethical or the religious life considered in isolation from each other, the interrelationship of the ethical and the religious requires the most acute and serious inspection today. The times breed new duties and relax old ones;

new forms of piety appear: where, in such great confusion, the living God authentically speaks cannot be left either to privileged tradition or presumptuous novelty to decide alone.

So the plea is not for a mutant species of spiritual geniuses. We need in the church and in the world persons trained to think coolly and clearly about the demands of the moral life in all its multi-dimensionality, and so to think with hearts in which the love of mankind dwells as naturally and as powerfully as the love of God inhabits the world of his creation and of his salvation.

The College and the Dimensions of Reality

GUSTAVE WEIGEL

It took the early Americans some time to screw up enough courage to call their institutions of higher education universities. The Latin Americans had no such qualms, for before Harvard existed they called their infant center of study in Lima the University of San Marcos. Yet the early American colleges like Harvard and Yale wished to do from the beginning what the university colleges of Oxford and Cambridge had been doing for centuries. The American college was a university college and in its origins was principally concerned with one faculty of the medieval university, the faculty of arts. As the colleges expanded and took on the name of universities, the other faculties were included, and theology was a corporate faculty of the colleges even in the earliest times.

The trend of the nineteenth century was to exclude theology from the college, and even in the university theology tended to become a seminary. In fact the theologians were increasingly building their seminaries beyond the university proper. As a result, in the late years of the nineteenth century, theology was not conspicuous in most colleges and universities and in the first two decades of our century religion was strictly extra-curricular. The non-sectarian private and state colleges preferred to have nothing to do with religion officially. There was even a coldness toward theology, and the President of Cornell, Andrew Dickson White, published his hostile *A History of the Warfare of Science with Theology in Christendom* (New York, 1896).

But things are different now. Religion is not a fringe activity, just off the campus. It flourishes on the campus itself and there are courses in religious thought in the classroom. Yet the new situation is not yet a serene achievement. Because of the older traditions, many a college administrator is loath to introduce religion into the curriculum, even

though he finds himself doing it more and more. No anti-religious animus operates in him, as he is quick to point out, but the innovation is embarrassing precisely because it is something new.

Yet if a little reflection is granted to the issue, it will become evident that religion is nothing new on the campus. By this I do not mean that in the remote past it undoubtedly was highly visible, which everyone knows. Rather in the days when it was supposed to be absent, it actually was there none the less.

I

The university cannot dispense with the arts course. It is preliminary to any other endeavor of the different university schools. The arts were also called the humanities because the subjects meditated corresponded to specifically human concerns. Before the student could handle well the instruments and tools of a specialized field of study, he had to be able to handle himself as a human being. At least fragmentarily he had to understand man in order to understand anything else.

The unreflective self-knowledge of a child is insufficient for effective exploitation of human potential. The child knows only that he is a bundle of drives showing up as desires which push the agent into roads of behavior, often enough in opposite directions. The child's world is *his* world and it takes time for him to distinguish the self from the world. Even after a long process of reflection it is not easy to make this distinction thoroughly. After all, the world is real to the subject only in as far as it can show up in consciousness. The real is humanly real in the degree that it is assimilable, and the basic function of the native drives is toward assimilation rather than toward being assimilated. For the unthinking man, to be assimilated is to die, to lose the self, and man spontaneously resists such a fate.

It is interesting to see what a child does with such a deeply philosophic concept as the soul. The best he can do with it is to image it as something material he has got, not something which he is. The drives are felt and must be obeyed. The terms, soul and body, do not mean very much. Yet the drives move the agent out of himself in order to bring things into himself, thus making the self richer and more expansive. The drives, so many and so complicated, show up dimensions of the human being by their outgoing action. They show up dimensions of the self and of the total real because these two things work in function of each other.

Dimensions do not divide a unity. One and the same thing has many dimensions. The human self is a single, unique thing, yet it is multi-dimensional—but it takes time to become aware of this. The little girl holds converse with her doll and can only do so by effectively suppressing the spontaneous recognition that the doll does not hear nor feel. With growth, this suppression becomes more difficult because the inorganic dimension of reality must be faced. One perceives that the inorganic is the lowest level of reality and that the self shows the presence of this level in its own being.

Yet we are more like flowers and animals. They manifest the phenomena of growth and death; the animal reacts in a way which in self-reference we recognize as feeling. They are more like us, which is another way of saying that there is an organic dimension to human reality. Then there are concerns of the self which we cannot detect in animals at all. Virtue means something to a man but we note no such concern in the dog. Nor will he draw pictures. We are now talking of factors proper to the strictly human dimension of the self. We do not perceive other dimensions in reality. The human level is as high as we can go in terms of direct perception.

But we can imagine other levels. Primitive cultures are thoroughly familiar with the notion of spirits and demons. Poetic imagination in every age plays with such possibilities. But, however many dimensions of the real we perceive or imagine, there is an apperception which conditions our every perception. Reality is one and, to be one, the manifold must be bound together. We apperceive but do not perceive this binding force, this ultimate limit on the real and on the self. This dimension of reality is the end of the world, beyond it but yet effectively enveloping it and every particle of it. It puts a limit to the pliability of the real. It cannot be grasped as we grasp sticks, stones, birds and men, but it is operative in all of these things by limiting them to be manifestations of one or more dimensions of reality. To give some kind of form to this last dimension we must move out to the edge of things and at that point of vantage we can detect its obscure lineaments which are always shifting and never stable. We cannot see this dimension as a thing, because it is not a thing but a force in all things and beyond them.

The name and image men give to this apperceived dimension are multiple. Let us in imitation of the Greeks call it *the order of the divine*. The human effort to understand it has an interesting history. The ancients recognized it in the energy of the sun and of the stars, in the

vital impulse of the earth, in the mysterious sexual activity of the human being. In our times a great thinker like Albert Einstein saw it as the basic energy matrix determining all events of the cosmos, finite but unlimited, active but no agent, unreasoning but most rational.

The divine is not necessarily to be identified with God, which latter word must today be restricted to the Judeo-Christian conception of the divine. It makes but little difference what name you give the divine—the reality of this dimension of reality has always been recognized by all the reflective thinkers of the race. There are no atheists, even though there are numberless non-theists. Men can indeed reject God but they will never reject the order of the divine.

The reason why they will not reject it is because they cannot. The divine is the actively limiting force in nature, man and the self, and it concerns man. He cannot use himself or other realities without encountering the limitation of cosmic being, which shows up in the finitude of their dynamic plasticity. The drives of man are ultimately stopped by the things to which they direct him. This stop concerns man inevitably, and it is at that point that he apperceives poignantly the order of the divine, the energetic power underlying limitation, the ultimate ground of being. As Tillich puts it, the divine is the ground of being and man's ultimate concern.

II

In engineering colleges one of the subjects studied is the *resistance* of materials. This, of course, is an anthropomorphic way of speaking. Matter does not resist anybody. There are merely limits to the pliability of worldly substances which in mythical fashion we conceive as their resistance to desire. Yet unless those limits are understood, men cannot economically build bridges, roads and houses. A child can imagine a bridge to the moon, but the engineer will not take such imaginations seriously because he knows something about the stresses and resistance of materials. No mature action is possible without taking into account the resistance factor in reality. Every builder makes resistance his first and last concern. Human life is essentially creative and it will therefore be essentially concerned with the last resistant in the order of his being: this resistant is the divine. To this resistant man can only say, at least by anthropomorphism: "Thy will be done."

If we take those words, thy will be done, as an epitome of religious awareness, we can readily appreciate that a man can be deeply religious

with no affiliation to any existing church. There were those who considered Einstein an atheist but he always rejected the label. He certainly did not accept the understanding of the divine according to his own Hebrew tradition, but he was humbly and awesomely aware of the last dimension of the real and he tried to accept it as a norm for thought and act.

Einstein was a man of deep insight, with the result that he knew what thinking involved. Others may not go so far in the pursuit of thought as he, but if they do they will always find themselves confronted with the ultimate dimension of reality, which exercises a concern from which we cannot be rid. Wittingly or unwittingly they will communicate to others their own theology, which is the rational formularization of the apperception of divinity.

Hence it was impossible for the college to keep theology out of the classroom. Every professor worth his salt had a theology, vague perhaps but operative in all he did. He could give no ultimate explanation without using it, and we are all driven to the ultimate whether we like it or not. The very attempt to avoid the question thrusts the question into the open, and men will answer posited questions even if the only answer is a bad one.

The colleges did not sufficiently recognize this basic fact. Because of the religious pluralism of the American people, there was no one theology acceptable to the total academic community. In these circumstances it seemed wiser to teach no theology at all. Secondly the colleges were just emancipating themselves from ecclesiastical control, and they were in no mood to favor the churches but rather prone to attack them. On the academic level this meant the direction of professorial artillery against the theology of the churches.

This policy was self-defeating. Where there was a school of theology, the order of the divine, that last dimension of the real, was studied consciously and with method. Its suppression or quarantined isolation meant that theology became diffuse and undisciplined. Everybody was teaching theology in every department of the university but it was not labeled with this name. The biologist taught theology; so did his colleagues in philosophy and literary criticism. A theological chaos permeated the whole academic world and the students came out of it completely dizzy.

III

We are in a moment of transition, and those who have given the matter thought have the obligation to communicate their findings for

the illumination of those who wield the administration of our academic enterprise.

The first truth which the directors of our colleges must see is that you cannot keep theology out of the college even if you suppress the school of theology or the department of religion. Many a college boldly flaunts the word *veritas* on its seal. If the college is serious, it can hardly escape consideration of the last dimension of truth. The only choice given to the college is *how* it will teach theology or religion, because it will be taught no matter how negative the policy of the school. Certainly the present form of teaching it, which consists of having it bootlegged into every conceivable department, is hardly satisfactory.

Yet the fact of pluralism is a complicating factor rendering difficult the decisions of college administrators. If only one theology is taught, there will be a deep dissatisfaction in all the groups whose theology is not offered. If all the theologies are offered, the department of religion will be hopelessly unwieldy and a constant source of conflict.

Perhaps the college can avoid the disunity of pluralism by working in collaboration with the different religious groups. It can propound on its own responsibility the theological question in its existential reality and then refer the students to the different theological schools of thought for detailed answers. This is not the "common core" theory, whereby what is common to all religions is expounded. Such an idea will not work. What is common to the different theologies is common only by abstraction. Concretely the differences transfuse the very ideas which by abstraction seem to be identical.

The theological question is the common property of all men. No religious group has a monopoly on the *question*, no matter what be the belief of the community concerning the monopoly of its answer. The college can and should propound the question with all candor and seriousness.

As we have said, there can be no question as to the existence of the divine. All thought and every thinker reaches the order of divinity. On this all are agreed. This recognition is far from an act of religion, though it is the starting point for all religions. The divine and the numinous must not be confounded. The numinous is the divine as grasped in a religious reaction. It is for the college to deal with the divine as a human datum just as it deals with life as a datum.

The college should also indicate the two generic conceptions of the divine. History has made these very clear and there can be no contro-

versy concerning the historical facts. Not only should the two conceptions be presented objectively, but the human consequences of either conception should be proposed in the light of logic and human existence.

Perhaps the task would be fulfilled somewhat in this fashion. There are basically two antithetical conceptions of the divine. An intermediary position is conceivable but it seems that in the long run this mediating position will be reduceable to one or other of the antitheses.

In one antithesis the divine is conceived as the active determinant inherent in the cosmos. Things are defined because they are what they are. Inasmuch as they confederate to form a universe, the unity of the cosmos is the sum of all atomic agents manifesting a general pattern of energy at work in all. This energy must not be conceived narrowly as if it were the last equation of mechanics, for it underlies non-mechanical processes such as thought and purposive action as well. It is completely immanent in the universe, however, and has no being of its own beyond the universe. It can be described in mythical language as if it were personal, but it is not a person though it makes all the persons who dwell in our world. It would not be exact to call it a thing, but it is definitely *thingish* in its reality. The pronoun "it" fits it best, even though human concern prefers to call it "he."

In the story of human thinking many great minds have offered such an image of divinity. Aristotle certainly was not too far removed from this vision of the divine. Spinoza undoubtedly proposed this view, and Einstein called himself a disciple of Spinoza. The Marxists so conceive divinity. The naive materialists of the last century proposed this doctrine naively.

But this view of divinity is not the only one to be found in human annals. In fact humanity at large always considered the immanent divinity as an inadequate conception. The great poets and the great religious leaders could not identify the ultimate bound of reality with the things in our cosmos. They conceived the last dimension as a limiting tangent on the things we see and feel, but it itself, though touching them, was beyond them. According to these men, the divine worked on the world from the outside, and the divine revealed itself to certain seers and holy men of our family. This self-revelation put divinity in a *human* relationship with men, with the result that divinity should not be called "it." Man cannot enter into a human relationship with an it. The great religious thinkers even felt that divinity should not be called "he" or "she," signs of a third person "out there" but not in immediate contact with

me. To use Martin Buber's term, divinity for man is a *you*, a term of present conversation based on friendliness. This view is specific to all religions closely connected with ancient Hebrew religious insight: Judaism, Christianity and Islam.

This second conception of the divine supposes that divinity revealed itself freely in an historical encounter which can only be called conversation. This conversation was not with all men but with only a few, whom the rest have called prophets. But the transcendental divinity did charge the prophets to speak to all men in the name of the Great You.

Immanentists have rejected the notion of a personal divine self-revelation. Their main reason is that they were never involved in prophetic conversation and they think that the prophet was only rhapsodizing his vividly felt apperception of the divine dimension inherent in nature. They were most willing to admit the validity of the apperception of divinity implicit in the burning sun but they could not accept God who conversed from a burning bush.

Here we have the two basic and antithetic theological positions of all the ages. The college should teach this historical fact as it teaches other historical facts. It is the mark of a good historian that he refuses to take sides in an historical conflict. We know that his refusal is formal only, because being a human being he cannot help but take sides to some degree. But the formal refusal does free him from the obligation to profess a stand, no matter how committed he be subjectively. We try to ascertain his personal commitment because we know that it will unconsciously dominate his way of presenting the evidence.

The man who accepts the image of the divine as proposed by the prophets rests his case on faith, and faith is free. The immanentist, who refuses to make his act of faith, also exercises his freedom by not giving faith. Both the believer in divine self-revelation in human history and the rejecter of such a belief are men of faith. One believes because a witnessing You has spoken, and the other believes that he can understand all reality by direct experimentation of the world about us with no possible or desirable appeal to a You who is not created and sustained by the world we experience.

The two theologies must not be presented as if one were a courageous consistency of thought and the other a case of wishful thinking. Both types of thought are manifestations of freedom and neither is intrinsically compelling. The evidences can be marshalled together to favor, but not to demand, either view.

Nor is it enough for the college to present the two theological positions of history. It must also show the human consequences of each theology. The immanent divinity, as we have said, is thingish. It is no more than the distillation of all things. Now things are what they are, and they are no more necessary than the truism which states that what is, is. If the ground of being is to be identified with the things of the world, everything is possible. The popular song of some time ago put the consequences of such a doctrine in the Spanish words: *que será, será*—what will be will be. Nor is there any practical difference between the two known justifications of this fatalism: one that, given the past, by inner logic the future flows forth with iron-bound antecedent necessity, or the other view which perceives no determinism at all in things other than the mathematical abstract calculus of probabilities. On either hypothesis the future cannot really be planned: it can only be attempted and then accepted, no matter how it turns out. Those who erect this structure of divinity not only say the prayer: *Thy will be done*, but this is the only prayer they can say. It is either the bitter cry of resigned frustration or the proud defiance of a damned Lucifer.

Those who image divinity after the fashion of Hebrew wisdom see the world differently, though it is not a different world from that experienced by the naturalistic immanentist. In the encounter between the ground of being and the prophets, Being itself was experienced as wise and kindly, operating with an intelligence proportionate to mine and with a love not unlike that found in the human heart. As a result, things operate in terms of wisdom and love because they are so ordered. The man who sees the divine as an absolute You knows there's a divinity that shapes our ends, rough-hew you them how he will. The believer cannot *see* the orderer nor can he *understand* the plan—but in his trusting response to divinity as a You, he moves through time persuaded that the world is neither unfeeling nor hostile. It is an expression of love, a cosmic love toward me, a cosmic man. I can in confidence use my will and reason to create a plastic world moving gently toward a good end because of my action. The world is not an alien place nor an unfeeling despot: I and the world, in inevitable collaboration, grasp the hand of a friend who leads us both to final peace. In this vision man also says "Thy will be done," but it is a cry of hope, consolation and encouragement.

This theology cannot prove with mathematical certainty the fact of revelation. It can however arouse by its promises a sympathetic quest. In the recognition of its beneficent possibility, man is prodded to look

for it. Here the secular college must stop its guidance and, like Virgil when he led Dante to the gates of the Paradiso, turn the pilgrim over to Beatrice. But Virgil did his own preparatory task well and proved it by knowing when to stop, not in aloof detachment but in sadness because by reason of circumstances he could go no farther.

Such as I see it are the genuine possibilities and authentic obligation of the secular university in the matter of theology. Its own concern with reality in all of its dimensions inevitably urges it to the theological consideration of the ground of being. Its own incapacity to answer the question whether or where revelation was given must not close its eyes to the possibility—a possibility affirmed to be an historical fact by so many wise and good men. In this way the university will be the pedagogue in the Greek sense—leading the student to the truth without being involved in the teaching thereof.

What I ask for is that the secular university in a pluralistic society admit openly that it has a theological function and that it must willy-nilly perform it. I only ask that the secular university recognize the limits of its function, lest it stray out of its own compound. If it does what it can and should, we shall all be the gainers. The university itself will gain because it will be true to itself by reason of its own inner drives. With the university doing its part, there will be no possibility and no place for a warfare between science and theology. This is certainly a consummation devoutly to be wished, because the ancient war helped neither theology nor science, and it was a sore trial to those who were adepts of neither.

The Women's College in the Pursuit of Excellence

WILLIAM C. FELS

The phrase "pursuit of excellence" is as stirring, and as ambiguous, as that other phrase "the pursuit of happiness," whose overtones it is intended to evoke. It suggests a declaration of independence from the oppression of mediocrity in a time when inadequate resources are called upon to deal with superabundant numbers. But the phrase does not define excellence, nor does it tell us how we are to run after it.

When I argue, as I will, that excellence in the higher education of women does not differ from excellence in the higher education of men, I hope you will not misinterpret my position. I am not saying that men and women do not differ. I am saying that such differences as there are do not guide us to different forms of *higher* education.

If excellence in the education of women is different from excellence in the education of men, I do not know the grounds for the difference. There is some evidence that women have greater verbal facility than men and that men have greater mathematical facility than women. I am not the only one who suspects that this difference is cultural. But even if it is innate, the difference is so small that men and women overlap throughout most of the range of measurement. I cannot conceive of a difference in curriculum based on this difference between the sexes.

There is also evidence that women are hardier than men. They resist certain diseases better than men and they have longer life expectancies. But again, unless we are to follow the ghoulish path of giving courses in estate planning in happy anticipation of the husband's death, it is not easy to see how we can adapt a woman's education to her hardiness.

It is obvious that women and men play different roles in the family. Women bear children. They "service" them, if that is the word for it. Children occupy a greater part of women's than of men's time. But I would argue that a man should know no less than a woman about mar-

riage and the family. Here again I see no logical difference between the women's and the men's course of study, though men's colleges are behind women's in the realization of this. A caution here. There are two levels upon which marriage and the family may be studied. One might be called the Dr. Spock or handy reference level, the applying of experience without being touched by the insights of theory and experiment. The other is the deeper level which brings to bear the studies of psychology, anthropology, sociology, biology, physiology and, certainly, literature. It is on this more profound level that studies of marriage and the family should rest.

Women's life is apt to follow a different vocational course from men's. Much attention is presently being given to two periods in the married woman's life. The first is the years between those two wonderful and equally anticipated days: the day when the first angel is born and the day when the last devil is finally gotten out of the house and off to school. The second period follows the first immediately or by some years. It is when the mother can undertake full-time employment. Though I have thought and thought about the plight of the educated woman during the baby-tending period, I can think of no educational solution. I am inclined to remind her of Melville's invocation in *Moby Dick*: "Oh time, strength, cash and patience!" She is the victim of our strange notion that housework is demeaning except in one's own home, where it is sanctifying—at least it leads to martyrdom. Both periods, the baby-tending and the baby-free, indicate, in addition to the consolations of philosophy, the need for some vocational or professional training. But here again this need does not differentiate the women's college from the men's. Rather it puts new requirements on adult education to find ways to preserve and increase women's skills, and upon industry to find ways to use them.

Nor are the arts an area in which one kind of excellence should be found in the women's college and another in the men's. Here, as in the fields related to marriage and the family, women's colleges have taken the lead. Lynn White, in *Educating our Daughter*, makes an historical case for the man as artist and the woman as craftsman. Though history certainly bears him out when read without reference to the educational deprivation of women, I prefer to believe that women's talents in the arts are no less than and no different from men's. Here the men's colleges could learn from some of the women's colleges that the appreciation of art is not to be divorced from its practice. If the men's colleges

taught chemistry the way my college taught me art, they would have the students identifying renaissance chemical apparatus instead of using twentieth-century laboratories: "This, gentlemen, is a fine example of a late 15th century retort, school of the Florentine alchemists. Note its round bottom, curved neck, and slightly turned down lip, indicating that pierced corks were being introduced from Spain as a result of the resumption of trade after the Moors were driven out at mid-century."

Thus I would conclude that except for minor differences, perhaps in emphasis, men's and women's colleges should pursue excellence in about the same way, but what way is that?

The standard answer today is by requiring better preparation in the secondary schools and more liberal arts in the colleges. I am not so sure. I am not against good preparation: I am just not as certain as others what "good" preparation is. Nor am I against the liberal arts. I just think it is a worn out and useless term, and though no purpose would be served by trying to invent a new term, perhaps some would be served by trying to understand what excellence we mean when we use the term.

The kind of monolithic secondary-school program for the talented which Mr. Conant is proposing for the gifted seems to me to be neither adapted to individual differences nor to the varied and fluid society which we see and foresee. The European nations have not had notable success with it, and indeed they are changing away from it and moving in our direction. I hope you have been reading Byron Hollinshead's articles on European education written since his return from Paris where he served as Director of Technical Assistance for Unesco. (Before that he was President of Coe College and, for CEEB, author of *Who Should Go to College?*) In a recent paper delivered at the Educational Records Bureau he quoted me, under the impenetrable disguise of a "wise friend," as remarking that "while the battle of Waterloo may have been won on the playing fields of Eton, the British Empire was lost in its classrooms." (I was honored, but I wish he could have waited till I got it into a paper myself.) Neither the Germans with their gymnasias, nor the French with their lycées, and especially not the Russians with their highly-touted ten-year schools have surpassed us in any of the realms we consider fundamentally important. The moral breakdown of Germany in the 1930's, the political breakdown in France and the ethical breakdown in Russia took place in countries with just such secondary schools as we are now beginning to aspire to.

I confess that I do not know what the ingredients of a good secondary school program are—except that one of them is love. It does not seem to me that the salvation of the world lies in four years of a foreign language, college algebra and a superficial knowledge of literature, science and history.

Indeed I would say that the school itself is no longer a sufficient institution for education nor the student alone a sufficient subject. How often do we find in our colleges students with tested high aptitudes whose performance does not reach the predicted level. We even have a name for them, "underachievers." They are seldom the product of academically inferior schools. We have all remarked how easy it is for students from these schools to overcome their initial difficulties and forge ahead. The underachievers are all too often the product of inadequate homes. The high incidence of mental illness in our society, and just below this the animosities not strong enough to be institutionalized but strong enough to be disruptive are indications of a new need. Perhaps the answer is to bring to bear on the family, and not just the poor family, all those social services which, stemming from psychology and the social sciences, can reconstruct individuals, homes and, hopefully, society.

Farfetched as this may sound, something very much like it is being undertaken at one junior high school in New York as an experiment under the joint auspices of the New York City school system, the College Entrance Examination Board and the National Negro Scholarship Service and Fund. Perhaps it is not so unreasonable to think that excellence lies not in the transmission of prescribed knowledge but in a solicitous attention to the growth of the individual in an encouraging environment.

Naturally I understand that one must study a language or mathematics or anything else long and continuously if one is to learn it. I condone it. Yea, I applaud it. But this alone is not enough. Besides, every other drummer is beating this drum. The roll is loud enough without another stick on the drumhead.

Now to return to the liberal arts. Rightly conceived, excellence in their pursuit is fundamental to excellence in higher education. But what is the right conception? What used to be called the liberal arts certainly no longer define the limits. When the liberal arts are spoken of, our minds do not register "grammar, rhetoric, logic, astronomy, arithmetic, geometry, music." There are also catch phrases which have become meaningless: "the liberating arts," which was not even the original

meaning. Or "the arts of the free man," as if we had another set of arts for our slaves.

What characterizes the higher liberal studies is that they deal with essentially unsolved problems of vital interest to all men. They can never, at least in our present state of knowledge, be mastered. If they can be learned fully they are not liberal studies, at least not by my definition. Or if they are of interest to, or affect only a group, say an occupational group or a single sex, they are not liberal studies.

Let me conclude by illustrating what I mean, choosing examples from the humanities, the social sciences and the natural sciences.

History (or literature) is a higher or liberal study when it attempts to interpret man's infinitely complex motivations and relationships. It differs from journalism, which is reportorial rather than interpretive—though journalism can rise to history or literature, as literature or history can stoop to journalism.

Government is a liberal study when it attempts to solve the problem of man's political relationships, but not when it lays down rules for public personnel administration.

Physics is a liberal study when it aims, as it ultimately does, at an understanding of man's relationship to the universe, but it is not a liberal study when it is seeking applications for use in the radio industry.

The pursuit of excellence, whether in men's or women's colleges—that is, in higher education—is the pursuit of answers to questions which may in the end prove unanswerable, but answers which, like the Holy Grail, we are compelled to seek.

The Measure of Excellence

GEORGE BOAS

If there is any resemblance between what I have to say this evening and anything anyone else has said, it is evidence of telepathy. For I confess not only to not having read the Rockefeller Brothers report, which I guess is the source of your program, but to not even having heard of it before writing out these words. I did however know that you were pursuing excellence and the idea delighted me. For it is usually we philosophers who are caught dallying with abstractions, with what Bradley once called the ballet of bloodless categories. So that I am meek enough in spirit to be pleased with the idea that this is a weakness shared even by college presidents and deans. For when enough people get infected with the same disease, it becomes normal and all of us like to think that we are hovering round the median like a football eleven round a quarterback.

If there is anything more airy and bloodless than excellence it can only be that darling of the Existentialists, Being. That does not mean that one cannot discuss it. Quite the contrary. The more general the idea, the more that can be said of it. And the more that can be said, the less that has to be done. Let us all therefore praise famous generalities. One would think that little could be said about Being. Yet we are told by Dr. Tillich that it takes courage to be. It also, I suppose, takes courage to breathe. But fortunately no embryo is confronted with the choice and most of us accept the inevitable with grace, particularly when we learn that there is nothing else that we can do. Excellence is not quite so lofty a concept as Being. It is more in a class with Intelligence, Education and Art, all spelled with initial capitals. Most such terms are supposed to be relative to some object or other. Most people think that one cannot just be intelligent or educated or artistic, but that one must be intelligent about certain kinds of problems, be educated in certain subjects, be artistic in some field such as painting or music. I admit to being in the minority of teachers when such questions are raised, though

with the majority of other mortals. For I fail to see how one can be excellent in nothing in particular and everything in general.

One of my difficulties is that by its very nature excellence singles out an individual from the class in which he is usually located and there seems to be no sound rule by which one can tell just how far above the other members of his class he is. I remember once in my wanderings being shown through a garden of jonquils by a somewhat breathless lady whose life was devoted to their cultivation. I stopped in admiration before one plant and had the misfortune to express my feelings about it. If I had said that I preferred Landseer to Picasso or Chaminade to Bach, I could not have evoked more pity, tinged slightly with disgust. The flowers in that plant, I was acidly told, were far from excellent. The perianthus, horrible to relate, was curly and not flat. But it was precisely the curly perianthus which I admired. This was too much for my hostess and I was given a lecture on what a Grade-A jonquil should be. I should be glad to tell you about it, so that you would not leave this hall without at least one bit of useful information, but I have forgotten. Anyway, I finally asked, during a breathing period, who determined what the perfect flower should be. There was a jury, was the reply, and the points of good flowers were as fixed as the points of good dogs. Here I was on somewhat firmer ground. I knew at least that some dogs were supposed to be good for something: there were hunting dogs, watchdogs, hounds which chased foxes, others which chased hares, others which swam after dead ducks, dogs with little barrels of brandy tied round their necks which found travelers lost in the Alpine snow. All such dogs had certain tasks to perform, for which they were trained. One could, at least in theory, tell whether they performed them well or not. A setter, for instance, which found its bird and then proceeded to mangle it, might not be called an excellent setter and the Saint Bernard which, instead of looking for his lost traveler, proceeded to sit on his haunches and drink the brandy tied round his neck might be criticized as somewhat less than a perfect Saint Bernard. But a jonquil has nothing to do in life but look pleasant and be loved. Jonquils are something like presidents' wives in that respect. Both have certain tasks to perform as determined by God and Nature, but the performance of these tasks does not count when they are being graded. My argument however was received with decided coldness and I quit. Even professors of philosophy quit from time to time.

Excellence in both teaching and studying is very much like excellence

in jonquility. Somebody apparently knows to what class both teachers and students belong and somebody equally knows who is a good teacher and who a good student. But unless both groups exist for the sole purpose of being admired and perhaps loved, that is, unless they exist simply for the sake of being themselves and not to accomplish anything in particular, then the first job of their critics is to come clean and tell us just what that something is. Of course one can follow tradition and remain on a high plane and say that a teacher exists to teach and a student to study. And I suspect that in the long run that is about as much information as even your group has been able to provide for its members. For as soon as one asks about the objects of these two verbs, "to teach" and "to study," one runs into trouble.

To simplify the matter, let us look for a moment at teachers. If one thing is certain about teaching, it is that you cannot just teach: you have to teach subjects. But the subjects run all the way from elementary languages, reading and writing, calculation, through a whole array of facts such as are given in history, and I do not mean merely political history, to laboratory science and graduate research in the humanities and the social sciences. It seems at least possible that the measure of a man's ability to teach French to a group of freshmen who do not want to learn it is different from the measure of another man's ability to teach a complicated set of historical facts or a third's ability to teach the nature of scientific experimentation or the manipulation of statistical groups. This is in part recognized when critics of education distinguish between what they call by the fashionable word "skills" and all the rest for which there is no fashionable word. But again no one has ever proved that the ability to impart skill in learning a foreign language is the same as the ability to impart skill in handling test-tubes and Bunsen burners or differential equations or curves of distribution. When one gets into the other kind of teaching, whatever it is called, the matter becomes even more troublesome. Is the professor of philosophy to turn out young Platos and Aristotles? Is the professor of history to turn out Gibbons and Mommsens? Is the professor of English literature to turn out Matthew Arnolds and Saintsburies? Now whenever such questions are put either to administrators or to one's colleagues, one gets either a disgusted glare or, what amounts to the same thing, the reply that everyone knows what a good teacher is and that's the end of it. The more articulate say something of this sort: a good teacher exposes his students to the best that has been known

and taught; a good teacher inspires his students to express that which is deepest in life; a good teacher gives his students an intellectual grasp on human experience; a good teacher transmits to his students a vision of the eternal values of life and art; a good teacher—but you have had enough rhetorical ipecac. After all, you have just dined.

Suppose we did know what a teacher's job was, and were actually willing to distinguish between its varieties. What then? How would we measure his success? No matter what you teach, you have to teach students, real flesh-and-blood three-dimensional human beings, not concepts. These flesh and blood youngsters differ in significant ways. I don't mean by this that they have different I.Q.'s. I mean that they also differ in their resistance to education. Sometimes such resistance comes from their indifference, but sometimes it comes from a very clear idea on their part of what they want to achieve. For example, take the case of Van Gogh when he was preparing to enter the theological seminary in Amsterdam. Van Gogh was far from stupid. He could speak and write four languages and his letters show an amazing width of reading. But unfortunately he had too sharp an idea of what he wanted to do with himself. And he could not master Greek irregular verbs. "Do you seriously believe," he asked his tutor, "that such horrors are indispensable to a man who wants to do what I want to do: give peace to poor creatures and reconcile them to their existence on earth?" I need not remind you that this argument was rejected and he flunked out. He flunked out because a ritualized program of study had been constituted and to his way of thinking it did not meet his purposes. How many of our own students who have their own programs in life find our programs nonsensical? How many of them submit simply in order to avoid trouble and get a degree? We grade them on what they accomplish in our courses. What else can we do? Well, we might have an examination of conscience once in a while and ask ourselves whether our courses are as indispensable as we say. But if we did, then we should have to answer a more terrifying question: indispensable to what?

We can of course answer: "Indispensable to getting a diploma." That at least would be frank and honest. But on the contrary, at this point we usually evade the issue by switching into noble language about values, human experience, the great occidental tradition, the liberal spirit—until the really intelligent student, by which I simply mean the student with a critical mind, turns away in revulsion and the others plug away at their work and make a good grade. The measure of their excellence

is their relative rank in their class and there is no point in denying this. It is what determines whether they get honors at graduation, Phi Beta Kappa or Sigma Xi, and the usual prizes. There is nothing easier to accomplish and most of us are aware of this. I do not say that all such students are contemptible or even unworthy members of the human race. It has never done anyone much harm to submit himself to a discipline which he dislikes and to succeed in fulfilling a program the sense of which he does not understand. It is also possible that the typical college program for undergraduates is on the whole as good a one as could be worked out. No ritual will fit all students and there cannot be a special program for each student, however desirable that might be. Most of the standard programs are superficial and contain several vestigial organs of the *corpus academicum*. But one always has the feeling that if all goes well—that is if the class does not break down and start roaring with laughter, as sometimes happens in a teacher's nightmares—something good will be achieved. It is like drinking a quart of milk a day and not smoking too much: no one knows precisely what good such behavior does but anyway it seems to do no harm.

A boy may as well spend five hours a week determining the density of a solid by means of a chemical balance, thus proving that Archimedes had something after all—or finding the volume of the common part of two cylinders of equal radius whose axes meet at right angles; or learning all the defective verbs and all the nouns which have two genders in French—as in reading the comics, playing basketball or looking at television. But occasionally both he and the teachers wonder why. I confess that it is possible and indeed desirable that one get interested in anything. I admit to not understanding the person who says he gets bored with history or can not get interested in mathematics or just sees no sense in dead languages. For it is my personal conviction that there is little if anything which is intrinsically boring or uninteresting or beyond a normal man's intellectual capacities. But on the other hand it also seems reasonable to ask a teacher to justify the requirements of a curriculum, not in highfalutin language which when scrutinized turns out to be next to meaningless—the kind of language in which commencement addresses are couched—but in concrete terms.

To give but one example which will no longer offend anyone, I think that teachers of the classics killed their subject by saying that Latin and Greek taught you how to spell English or improved the mind or taught you how to think. Someone should have come out in the open and said

that you learn an ancient language for the same reason that you learn a modern one, namely in order to read what has been written in it. If what Plato and Aristotle, Marcus Aurelius and Epictetus, to say nothing of the poets and historians who wrote in Greek, have nothing to say which is of any importance to the twentieth-century man, then there is little use in anyone's learning how to read them. But this involves knowing what their importance is. In part their importance lies in their criticism of the societies in which they lived. Those societies were both similar to and different from our own. It is important to know that human nature has not always been the same, regardless of what the proverbs say. It is also important to know in what particulars the societies differ and in what they are alike. If it is worth while for modern man to understand other men—and this is rapidly becoming a matter of our survival—we had best find out what we can about one another. And the calmest way of doing so is reading the works of ancient authors, if only because we are not emotionally involved in their problems. Much of this can be done through translations, though most translations of the ancients are full of anachronisms. Alongside of this kind of importance lies another, which is the value of seeing for oneself just how another people expressed its aspirations, its condemnations, its enthusiasms. For the significance of literature lies in part in the way in which it is written, not entirely in what it says: the use of formulas and elaborate similes in Homer, for instance, being utterly foreign to the modern poetic technique and yet presumably having some aesthetic value for the Greeks.

One could elaborate on this sort of thing in relation to all the courses which are normally required for a bachelor's degree. But I shall spare you. Few of you, it is true, have heard as many presidential addresses, attended as many committee meetings or meetings of the faculty as I have, but nevertheless you have been through enough of all three to know how it goes. I am merely arguing that, if one is going to measure excellence, one had better first discover just what one is trying to do before asking whether one has done it or not. And I submit that few if any of us have any concrete idea of what that is.

The matter of excellent teaching is complicated by the prevalent notion that teachers must also be something known as scholars. The mark of a scholar is the possession of a Ph.D., as any accrediting agency will tell you if you do not already know. Getting a Ph.D. does not prevent one from being a scholar, though it often gives one an exag-

gerated idea of the value of one's own specialty. When I had the mistaken idea of becoming a professor of English, I took a graduate seminar in Milton. One of my appointed tasks was to write a study of the Hebrew, Christian and Pagan elements in Milton's minor poems, exclusive of those written in Latin. I was told to make three columns, each with its appropriate heading, and list the elements under investigation. It turned out that when Milton used the word Jehovah, that was a Hebrew element, and when he used the word Jove, that was Pagan; but what in the world was the word Lord? When the poet wrote, "Avenge, O Lord, thy slaughtered Saints," was he being Hebrew or Christian? Two hours were taken over this delicate question. I became quite an authority on such matters before the year was out and actually got to know what the Swede intended and what the French. I saw my name in dreams on the spine of a book whose title would be *The Transmutation of Hebrew Apostrophes to the Deity into Christian in the Minor Poems of John Milton*. I foresaw groups of panting students waiting to hear about the purification of young mothers from the spot of childbed taint and what it meant to clip phylacteries, for of course to a scholar's mind all is implicit in all. But in the press of other duties I was once confronted with the job of comparing *Samson Agonistes* to the Greek tragedies. I simply did not have the time to read it, as well as all of Aeschylus, Sophocles and Euripides. Hence I just sat down and wrote the paper out of what I imagined to be the case. I got an A. If I may refer to Milton once more, I decided that mild Heaven a time ordained for other things,

And disapproves that care, though wise in show,
That with superfluous burden loads the day,
And when God sends a cheerful hour, refrains.

I refrained. And having nothing else to do, I went in for philosophy.

But I was lucky. Philosophy is a joyful science, if ever there was one, especially if one can stop doing it for two wars' duration. It has taught me one thing above all, that ideally one ought to know what one is talking about before talking, though not necessarily afterwards. It breeds a kind of irreverence for vested authority. It stimulates one to prick balloons if only to hear the gas escaping. One does not have to know much in order to be a philosopher: a little goes a long way, for one learns how to string out a simple thought until a multitude of implications are drawn out of it. Like gold it is extremely ductile; a single

grain of gold can be drawn out into a wire 500 feet in length, according to a usually well informed source, the *Encyclopedia Britannica*. Well, a single grain of an idea can be drawn out into a whole course, three hours a week for thirty weeks. When one has learned this, one begins to suspect that proliferation of courses in colleges is due to the ambitions of scholars, each of whom wants to demonstrate the ductility of his specialty. As long as the excellence of colleges is estimated by the number of such scholars on their faculties, this will continue and, though I am not pinch-hitting for Drew Pearson this evening, I predict that in time no two courses in any two colleges, even if they have the same name in the catalogues, will be about the same thing.

Let me say a word about the students. There was a time when most students came to college for one purpose, to enter the ministry. The basic curriculum was devised to train them to that end. At such a time one could speak about "The Student" with some sense. But that time did not last very long and gradually it was seen that training for the ministry was not adequate as training for the law, medicine, business, engineering, the various sciences, the humanities. A dilemma confronted the educator. Either he must construct a basic curriculum which would train everyone for anything or he must construct specialized curricula. As a matter of fact, that is the situation which prevails today. Many colleges have chosen the first horn of the dilemma, have decided (a) that there is something called life for which people can be fitted and (b) that a number of highly generalized courses can do the trick. But there is no such thing as "life" at all: there are simply several different ways of earning one's living and of enjoying oneself. Which one chooses is determined either by deliberation or by chance. If by the former, then one can prepare for one's chosen way of living and one does not need generalized education in everything. The notion that everyone ought to know something about science, for instance, is one of the superstitions which have gained ground since we have come to believe that we ought to emulate the Russians. But one does not need a course to learn something about science; one can always subscribe to the *Scientific American*. If one knows how to read, one can do away with a lot of courses. But, I admit, one does have to know how to read. Those who have made the second choice have gone in for specialization. They have seen that if one is really to learn something thoroughly, general knowledge is not sufficient. The great minds of the past had, to be sure, an interest in a great number of things. But they did not take courses in them.

Men like Galileo and Newton dug down into their specialties and they asked crucial questions about them.

But none of such men had what we would call today a thorough education. And we sometimes forget that they had contemporaries and fellow students who did not turn out to be Galileos and Newtons, though educated in the same way as they were. If we measure their excellence—and I suppose that anyone would admit that they had excellent minds, in spite of Newton's divagations on the *Apocalypse* and Galileo's theory of comets—if, say, we measure their excellence by their revolutionary contributions to science, then it turns out that the measure of excellence may be the kind of problem which a man perceives and his success in answering it. It would not rest upon his docility or submissiveness at all. He might be a very bad student in the eyes of his teachers and the dean, for these gentlemen would prefer someone who was not, in the technical language of our profession, a trouble-maker. But the inventive mind who does see new problems is inevitably a trouble-maker, for that is what trouble is—a new problem. Such people are the kind who ask a question in class which the teacher cannot answer. And as long as courses are based on textbooks and the textbooks are based on what a fourteen year old boy can grasp, such questions will be rank heresy.

For it is a tradition not only in our schools but in our culture as a whole that the common man, the average citizen, lovingly portrayed by Norman Rockwell on the covers of the *Saturday Evening Post*, the good mixer, the anti-intellectual, the middlebrow, the man who cannot begin a speech without a funny story, whether relevant to what he has to say or not—not the A-man nor the F-man but the C-man—is our ideal. Well, I imagine that it is just as uncomfortable to be a genius as to be a dope. But if we are talking about excellence, we may as well be serious about it and realize that we are resisting a tradition which is pretty well woven into the texture of that famous thing known as The American Way of Life. You will not have excellence if a man does not feel free to ask any question whatsoever, whether it impinges upon vested scientific authority or on theology or politics. You will not have excellence if a student is made to feel that he no longer belongs to the group once he spends more time in the library than on the football field. The greasy grind, the queer, the nut, these are as likely to achieve excellence as the president of the senior class. We all know this and we mutter about it, at least when no one is listening. But almost

forty years of teaching have convinced me that neither faculty nor administration really will come out in the open and say so. We are enamored of normality, the middle of the road, and fearful of change. And if we are not, the alumni are, or the state legislatures, or congressional committees, or the American Legion, or the D.A.R., or the Chamber of Commerce, and they do not hesitate to voice their fears in public. The American college is dependent on the American public for support. Is the American public ready to welcome the genius? This is the purest of rhetorical questions.

I suspect that if there is ever a demand for a genuine measure of excellence, it will come neither from faculties nor from administrators, but from students. For I have observed in the last forty years a growing interest on the part of the younger generation in the more fundamental questions of at least those subjects with which I am acquainted. Unfortunately my experience is limited to one university and to a university which is perhaps more likely to attract the future scholar than the future man-about-town. But such as it is, it is very encouraging, for sooner or later the demands of the superior student will be met. They are as a matter of fact already being met in part by the various honors courses. I am far from convinced, however, that even if they are met, they will change the dominant tradition of our society. On the other hand, fear is often a greater stimulus than hope, and as we now seem to be in a state of collective terror, we may reorient our trend. This is a pretty shaky foundation on which to build the future, but it is about the strongest one we have. Fortunately, in spite of our anti-intellectualism, we also have a firm, if naive, faith in education, and it may well be that one of these youngsters now in college may provide the leadership which is needed to provide a place for excellence. For I have also noticed in my own university an increasing interest in the arts, musical, pictorial and literary. There is as well an increased enrolment in philosophy on the part of scientific students. How general this is, I repeat that I do not know. But if it is general, it is extremely encouraging. Finally one should not forget the help which certain industrial leaders have been giving to the humanities. When all these symptoms of dissatisfaction with the status quo are added together, one is less depressed. But we still have a long road to travel before the man of outstanding ability feels at home.

I am saying dogmatically that the measure of excellence is a person's ability first to perceive problems and second to answer them. We do not

know why some people perceive them and others do not. Frequently it is through one's reading or one's conversation that a problem emerges of whose existence one was not previously aware. It emerges when a discussion is going on which shocks its hearers into an attitude of incredulity. The man says to himself, for instance: "If the world really is flat, how does it happen that the sun gets back to the east during the night, after it has set in the west, without being seen?" There are a variety of equally good answers to this question, but someone finally said: "The earth is not flat but round and the sun is on the other side at night." Or the man says: "How does it happen that, if species are fixed, there is so much variation among their members?" And before you know, you have Lamarck on your hands and all the trouble-makers whom he begot. So it goes. But, unless I am seriously misreading the record, this seems to indicate that intellectual discovery comes through questions and answers. There is a sort of dialogue which is carried on between the reader and the book he is reading, between the teacher and the student, between the scientist and his facts.

There is also a kind of willingness on the part of some people not to see problems or, when their faces are pushed into them, to withdraw and say that the problems are of little importance. "Let well enough alone" is the slogan of such people. Or "There is enough trouble in life without adding to it." Human tolerance for problematic situations seems to be immeasurable. No deviation from the rules is great enough to upset some minds. This will be found to be true of social problems as well as scientific. Take the case of juvenile delinquency. There have always been juvenile delinquents; there were always bad boys and girls whose reputations were held up to the rest of us as horrible examples. But most people seemed to feel that such delinquency was something which could be satisfactorily handled by parents or clergymen. Of course it was not. How serious did juvenile delinquency have to become before people began taking measures against it? But for that matter how serious did plagues have to become before anything was done about public health? War, again, has been known to be a curse since the beginning of recorded literature. The cultural history of Europe is studded with lamentations against war. When the First World War broke out, it seemed incredible that in the great century of progress such a thing could even be contemplated. It was only then that any real effort was made to prevent a second war. There were still people willing to say that war was inevitable, that it was the expression of man's innate and incurable

belligerency. The Second World War was even more horrible and yet there are plenty of men willing to contemplate and prepare for a third. Why are there not enough people today who have the courage to declare that no future wars will be fought and also to make plans to prevent one? Would not such men and women be closer to excellence than those who have made top grades in college?

Most of us are anaesthetized by slogans which we sanctify by calling them tradition. Few of us are willing to ask ourselves just why it is necessary to spend, let us say, four years in college instead of three or five or some other number. Why is it necessary to take a course in freshman mathematics or a survey in English literature or French or German instead of cultural anthropology and the psychology of social behavior? Why must any course be given three hours a week for thirty weeks? I submit that when such questions are asked, the answers come right out of Bartlett's *Familiar Quotations*. So long as education continues to be ritualized, we are bound to induce the feeling in our students that conformity to the embalmed knowledge of the past is learning. Excellence, as I have said above, will be measured by one's success in passing the course, in performing the ritual. I am not saying that a ritualized civilization cannot exist. Of course it can. It can exist until a real threat to its existence arises from without. But when that moment comes, nothing has been done to help men meet it. We have such a threat in the making in the economic offensive of the Russians. Even if no ICBM is ever hurled at us from across the Arctic and no nuclear weapon is ever discharged over our cities, we can easily be starved to death by economic competition. The threat exists and some of us know it. But what mind exists capable of imagining a reply to that challenge? We cannot even solve our internal problems of race-relations.

There is one field of study which can stimulate that kind of discontent which is essential to the achievement of excellence which I have been preaching about. That field lies within the humanities. For the great poets and philosophers are the men who were unwilling to accept things as they found them. They were the men who raised the awkward questions and could not bring themselves to accept obsolete answers. You can train excellent technicians by putting them through set drills such as can be given in elementary courses in the laboratory sciences. You can do the same in mathematics, when it is a case of solving ready-made problems. But you will never stimulate the imagination by close-order drill. I have no panaceas to offer, but I do

know from observation that the eager young mind is more stimulated by the larger questions than by the narrower, even though they seem to more sophisticated people to be beyond its grasp. One can at least present these youngsters with the picture of great minds at work and hope for the best. We can also stop laying the blame for our failures on the high school or the home or the comics or television. But that would require a kind of courage and self-criticism which we do not all possess. To have excellent students we must have excellent teachers. To have excellent teachers we must have excellent administrations. And to have excellent administrations, we must have a public eager for excellence and not afraid of it. Is this too much to ask? If so, we might just as well sink into lethargy and resign ourselves to mediocrity.

Commission on Academic Freedom and Tenure

SAMUEL B. GOULD

During the past year the Commission on Academic Freedom and Tenure has been concerned with two issues. The first of these was the compelling necessity to develop mutually beneficial understandings between faculties and their institutions in matters of recruitment and resignation. Today's increasing pressures of enrolment are intensifying the need for a voluntary code guiding us to practices that are both ethical and realistic.

A sub-committee of the commission met in Washington in early October with a similar committee representing the American Association of University Professors. Our meeting resulted in the drafting of a statement which, after opportunity for comment and revision by all committee members, was brought up for approval at the commission's January meeting. The revised statement was approved except for one date which the commission changed. The commission is glad to present this statement with the expectation that it will be circulated among the full AAC and AAUP membership during 1959. This will give opportunity for further suggestions and changes. The final statement will then be offered for approval at the annual meeting of AAC in 1960 as well as the corresponding annual meeting of AAUP. It reads as follows:

STATEMENT ON RECRUITMENT AND RESIGNATION OF FACULTY MEMBERS

Mobility of faculty members among colleges and universities is rightly recognized as desirable in American higher education. Yet the departure of a faculty member always requires changes within his institution and may entail major adjustments on the part of his colleagues, the administration, and students in his field. Ordinarily a temporary or permanent

successor must be found and appointed to either his position or the position of a colleague who is promoted to replace him.

In a period of expansion of higher education, such as that already existing and promising to be even more intensified as a pattern for the coming years, adjustments are required more frequently as the number of positions and of transfers among institutions increases. These become more difficult than at other times, especially in the higher academic ranks. Clear standards of practice in the recruitment and in the resignation of members of existing faculties should contribute to an orderly interchange of personnel that will be in the interest of all.

The standards set forth below are recommended to administrations and faculties, in the belief that they are sound and should be generally followed. They are predicated on the assumption that proper provision has been made by employing institutions for timely notice to probationary faculty members and those on term appointments, with respect to their subsequent status, including rank and salary. Institutions should make provision for such notice not later than March 15 of each year.

1. Negotiations looking to the possible appointment for the following fall of persons who are already faculty members of other institutions, in active service or on leave of absence and not on terminal appointment, should be begun and completed as early as possible in the academic year. It is desirable that, when feasible, the faculty member who has been approached with regard to another position inform the appropriate officers of his institution when such negotiations are in progress. The conclusion of a binding agreement for the faculty member to accept an appointment elsewhere should always be followed by prompt notice to his institution.

2. A faculty member should not resign after April 15, as of the end of the academic year, to accept other employment. It is recognized that emergencies may occur and that in such an emergency the faculty member may ask the appropriate officers of his institution to waive this requirement, but he should conform to their decision.

3. To permit a faculty member to give due consideration and timely notice to his institution in the circumstances defined in paragraph 1 of these standards, an offer of appointment for the following fall at another institution should not be made after April 1. The offer should be a "firm" one, not subject to contingencies.

4. Institutions deprived of the services of faculty members too late in the academic year to permit their replacement by securing the mem-

bers of other faculties in conformity to these standards, and institutions otherwise prevented from taking timely action to recruit from other faculties, should accept the necessity of making temporary arrangements or obtaining personnel from other sources, including new entrants to the academic profession and faculty personnel who have retired.

5. Except by agreement with his institution, a faculty member should not leave or be solicited to leave his position during an academic year for which he holds an appointment.

I should like to express the commission's gratitude for the friendliness and the cooperative attitude with which AAUP representatives discussed the problem of recruitment and resignation of faculty with us. They have voiced the hope that joint deliberations with us on other topics of mutual interest will continue.

The second issue coming to the Commission's attention is more recent in derivation although relating broadly to the whole area of academic freedom. It comes out of the National Defense Education Act of 1958 and particularly Title X, Section 1001 (f) of that Act. The Commission received a number of letters relating to the provisions of this section addressed to AAC as well as other letters addressed to persons directly involved in the administration of the Act. A lengthy discussion at the January meeting crystallized the thinking of the Commission and motivated the inclusion of the main points of discussion in this report.

It was felt, first of all, that there are many positive features of the Act to be commended. For example, Title I, Section 101 declares that "the security of the Nation requires the fullest development of the mental resources and technical skills of its young men and women" and that the defense of this nation also depends "upon the discovery and development of new principles, new techniques, and new knowledge." Even in the limited context of defense, this seems to us a recognition of the importance of education in the nation's future. Still further, Section 102 of Title I wisely provides that "Nothing contained in this Act shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution or school system."

The Commission was therefore disappointed to discover that in spite of these positive statements, Section 1001 (f) specifies that a disclaimer affidavit and oath of allegiance are necessary if a student is to participate

in the loan funds or fellowships made available by the Act. The section states:

"No part of any funds appropriated or otherwise made available for expenditure under authority of this Act shall be used to make payments or loans to any individual unless such individual (1) has executed and filed with the Commissioner an affidavit that he does not believe in, and is not a member of and does not support any organization that believes in or teaches, the overthrow of the United States government by force or violence or by any illegal or unconstitutional methods, and (2) has taken and subscribed to an oath or affirmation in the following form: 'I do solemnly swear (or affirm) that I will bear true faith and allegiance to the United States of America and will support and defend the Constitution and laws of the United States against all its enemies, foreign and domestic.' The provisions of section 1001 of Title 18, United States Code, shall be applicable with respect to such affidavits."

The commission wishes to be sure that member institutions of AAC are fully aware of this provision of the Act and of the implications it has for the protection of academic freedom. It recommends that member institutions give the entire Act careful study in succeeding months and carry on full discussions on their campuses with faculties and student bodies. It further recommends that if institutions do indeed conclude, as some already have, that a threat to academic freedom lies in the disclaimer affidavit insisted upon, they communicate their misgivings to this commission or the AAC office directly, to their representatives in the Congress of the United States and to the Department of Health, Education and Welfare.

The commission's own considered judgment is that the disclaimer affidavit required is counter to the spirit of the Act as expressed in Title I and would, in fact, militate against "discovery and development of new principles, new techniques, and new knowledge," creating apprehension and timorousness on college and university campuses. It feels that the real security of our country lies in the maintenance of freedom in spirit as well as in fact, and that democracy depends upon faith in the individual, trust in one another, the presumption of non-guilt until proved otherwise, and belief in debate to reveal error. Justice Black makes a telling point against such affidavits when he says, "the postulate of the First Amendment is that our free institutions can be maintained without proscribing or penalizing political belief, speech, press, assembly or party affiliation."

The commission questions whether the government and the colleges collaborating with it have the right to delve into the realm of an individual's belief, and asserts that as a practical matter belief cannot in fact be coerced or compelled.

Insistence upon the disclaimer affidavit represents a lack of confidence in the youth of this country and in their future as well as in the educational process itself. It says to those upon whose education our very survival as a nation depends that we do not trust them and are not even sure that their education will contribute to our security. Furthermore, the vagueness of the affidavit would cause the conscientious person deep concern as to whether he knew all that was intended to be included, and would face him with criminal liability if he errs in his assessment of what is intended. It can put the student in the unfortunate position, if he signs, of accepting the possibility that he may not be loyal or, if he does not sign, of being labelled as unworthy of public trust.

The commission feels strongly that the affidavit requirement would not be effective in discovering those who are genuinely disloyal and might in actuality give the nation a false sense of security which, if it became too literal and too strong, could lead to our undoing.

The commission has listed these arguments against the disclaimer affidavit not only because of its own convictions but in order to stimulate thought among members of AAC and thus encourage them to discuss the matter fully with their own constituencies. It feels that anything relating to academic freedom is not to be taken lightly and reminds the members that they represent the single body or profession whose main concern is the development of a free man in a free society. It feels also that it would be derelict in its duty if it did not call attention to circumstances such as those arising out of the National Defense Education Act and thus caused the membership to overlook any possibilities of a lessening of the potential of our educational process by an encroachment upon academic freedom.

Commission on the Arts

ROBERT P. LUDLUM

At the beginning of its twenty-second year of operation, the Arts Program is in the midst of the most promising season in its history, both qualitatively and quantitatively. The number of engagements arranged in the calendar year just ended is more than fifty per cent above that for the previous year. Using as a basis the number of visits which have been arranged for, and those which will be added before the end of the current academic year, this ratio will be sustained and undoubtedly surpassed.

In addition to its usual roster of visitors in the performing and fine arts, the Arts Program is continuing its joint project with the Danforth Foundation in providing visiting lecturers for campus visits. The outstanding people participating this year are Dr. John Macmurray, Dr. John Baillie, Mrs. Claire Huchet Bishop and Dr. J. V. Langmead Casserley. The major portion of the cost of securing these visitors is being met by the foundation.

In another noteworthy project, the Coolidge Foundation in the Library of Congress has turned to the Commission on the Arts to cooperate in promoting chamber music. Activities are confined this first year to the states of Alabama, Louisiana and Mississippi. Participating ensembles are the Claremont Quartet, the Kroll Quartet, the Eastman Quartet and the New York Trio. Half of the fee for securing these groups is being paid by the Coolidge Foundation and half by the colleges. Significant results are being achieved and a real need is being met.

Many colleges have expressed a keen interest in having visitors who are well known in the field of contemporary literature. To meet this demand the Arts Program has added to its roster four or five persons who are not only highly competent creative artists but also effective and scholarly interpreters of our literary traditions.

Plans for the coming academic year call for a continuation of the chamber music project and a substantial increase in the number of avail-

able Danforth Visiting Lecturers. The objectives of the latter program, which are "to strengthen the intellectual, the religious and the cultural aspects of liberal education in the United States," are being achieved by inviting the participation of eminent speakers in several areas of endeavor and inquiry.

While Danforth Visiting Lecturers are offered on the basis of visits extending from two to five days, a more flexible arrangement is possible for Arts Program visitors representing the performing and fine arts. For example, the seven independent colleges in Arkansas coordinate their interests by engaging artists for one day, and provide transportation by car from one campus to another. The benefits of such coordinated scheduling accrue to the colleges and to the participating artists.

As the colleges' own agency for sharing the riches of their cultural tradition, the Arts Program continues to expand and diversify its offerings. It remains a unique means of promoting the dynamic interplay of the arts and scholarship, and is the nation's only such non-profit project designed to bring eminent artists and thinkers into intimate association with students and faculty.

The Commission on the Arts differs from other commissions of the Association in that, in addition to grants from philanthropic foundations, it earns income from the fees paid by colleges for its services and receives an appropriation for its program from the general funds of the Association. In the current budget this appropriation amounts to \$5,000 out of a total of \$23,100.

When in 1936 the Carnegie Corporation undertook to foster music in the colleges, the Association of American Colleges designated this commission as the agency to carry out the program. The support of the Carnegie Corporation continued for ten years and amounted to more than \$150,000. In 1947, when this support came to an end, the Board of Directors of the Association decided that, out of the increased membership dues voted in that year, a sum equivalent to about ten dollars per member should be assigned to supporting the work of the Commission on the Arts. Under this arrangement, the appropriation from the general funds of the Association rose to a peak, in 1956, of \$7,320.

At the annual meeting of that year the Board of Directors announced its intention of gradually reducing the appropriation, in the expectation that the Arts Program would ultimately be financed entirely by fees and foundation grants. No reduction was in fact made until 1958, when

the appropriation was reduced to \$5,000. The Board now proposes to continue this appropriation for one more year in the hope that the program will be self-supporting by 1960.

As the commission has not thus far found methods of replacing the \$5,000, we are concerned about the future of the Arts Program if it is deprived of this support. The commission proposes to take the problem under consideration and to offer some recommendations to the Board of Directors during the coming year.

Commission on Christian Higher Education

JAMES W. LAURIE

The Commission on Christian Higher Education met for its organizational meeting on 9 January 1958 in the di Lido Hotel, Miami Beach, Florida. Officers were elected for the year as follows:

<i>Chairman</i>	James W. Laurie
<i>Vice Chairman</i>	Peyton N. Rhodes
<i>Secretary-Treasurer</i>	Guy E. Snavelly

The commission met on 13 March 1958 at the Association offices in Washington, D. C. with a large representation present. Growing out of this meeting, a survey was made as to the effectiveness of the Statement on Christian Higher Education which was adopted by the Association in 1958 on recommendation of this commission. Additional copies were offered to member colleges for study and comment. A total of 4,700 reprints were requested from 58 colleges and a large number of interesting comments were received and reviewed by the commission. On the whole, this preliminary statement seems to have served a very useful purpose and has been well received.

Authority was given for a follow-up conference in connection with the Quadrennial Convocation on Christian Higher Education held at Des Moines, Iowa in June 1958. At this meeting it was planned to have a follow-up and extension of the Gould House conferences which had resulted in the statement. A committee consisting of the chairman, executive secretary and vice chairman, together with Dr. Noble and the Reverend William Dunne, did considerable preliminary planning on the program. It was later determined, however, in consultation with the Executive Director of the Association that, in view of our inability to secure the leadership we had hoped to have, this conference should be postponed.

It is now proposed that such a conference be held in the summer of 1959 to discuss the implications and implementation of the preliminary statement. The commission is concerned not only with church-related colleges but also with the place of religion in other colleges and Christian higher education as it relates to such institutions.

Conferences of church-related colleges under commission auspices are held in connection with regional accrediting associations—notably the Southern Association—and efforts are being made to strengthen these conferences.

The commission urges full recognition by all church-related colleges of Christian College Day, which in 1959 is on 12 April.

For the afternoon session under the general supervision of this commission, at the annual meeting of the Association, we secured the services of Professor Julian N. Hartt of Yale Divinity School and Professor Gustave Weigel of Woodstock College.

The chairman of the commission met with the Board of Directors of the Association on 15 March 1958 in Washington, at which time general plans for the annual meeting were set forth and the program of the various commissions correlated, and again on 5 January 1959.

In accordance with the by-laws of the commission, your chairman has appointed a nominating committee whose responsibility it is to nominate persons to fill vacancies in the membership of the commission. Membership is for a period of three years and no member is eligible for nomination for a second term without an intervening year. The nominating committee which has been appointed is as follows: Peyton N. Rhodes (chairman), Hugh E. Dunn, Harlie Smith and Guy E. Snively.

Commission on Colleges and Industry

CARTER DAVIDSON

The year 1958 has been one of transition and of major decisions for the Commission on Colleges and Industry. For five years previous, under the dynamic leadership of President Frank Sparks of Wabash College, the commission had devoted itself to an experiment in the encouragement of the establishing and development of state and regional associations or foundations of non-tax-supported colleges to serve as channels for corporation financial support of higher education. Three "workshops" of college presidents and fund-raisers were held in Indianapolis in 1953, 1955 and 1957 with outstanding success, and several joint solicitations of corporations in Akron, Chicago, Detroit, New York City, Philadelphia, Pittsburgh and St. Louis were arranged, with the aid of generous grants from the Alfred P. Sloan Foundation, Inc., College Life Insurance Company of America, General Electric Educational and Charitable Fund, The General Foods Fund, Inc., Shell Oil Company, Standard Oil Foundation, Inc. (Indiana), The Union Carbide Educational Fund, United States Steel Foundation, Inc. and others.

At the end of the five years, at the meeting of the commission in Miami Beach, it was enthusiastically voted that the experiment was a success, and the Action Committee was instructed to proceed with the establishment of a central office in New York City, with a full-time staff.

1) To give the public and especially the corporations a better understanding of the financial needs of the private colleges and of how the state associations function to help the colleges—a public relations task, using publicity, literature, speakers, conferences etc.;

2) To conduct research on "joint national prospects" among the corporations, to discover their stake in independent higher education and the ways in which state associations can approach these corporations effectively;

3) To organize and schedule visits by college presidents, trustees,

state association executives and business sponsors to these national corporations to enlist their support for the state associations;

4) To provide a national depository for receiving gifts from corporations designated for state distribution;

5) To stimulate the growth and effectiveness of state associations through consultative service and exchange of information.

Shortly after the January 1958 meeting, Dr. Frank Sparks resigned the chairmanship to accept the post of president of the Council for Financial Aid to Education, a position of great influence where he can carry on much of the remarkable work he began in the commission. The other members of the commission, while regretting the loss of his direct leadership, realize that his new post provides opportunities by which he can help the cause of higher education even more, and we pledge him our entire cooperation. Such a meeting as C.F.A.E. sponsored in October at French Lick, Indiana, and the one they plan in Pittsburgh for the near future, show that Frank Sparks is still our leader, though he bears a new title.

The present chairman was drafted to fill the post for the balance of the year, and the Action Committee set to work to prepare a work plan for the new central office. The Board of Directors of the Association voted that the soliciting of corporation gifts for colleges should be dissociated as soon as possible from the commission, and suggested the incorporation of a separate body, to become legally and financially independent of the Association of American Colleges by January 1960. A constitution for this new group was therefore drawn up and was adopted by a mail ballot of over thirty state and regional associations in May 1958. There were, however, several suggested amendments, and therefore a constitutional convention was called in Chicago, Illinois on 7 October 1958. This meeting was heavily attended and by almost unanimous vote endorsed the new organization, its new name—Independent College Funds of America—its objectives and an assessment formula for its support. With the aid of the Sloan and U. S. Steel foundations and several corporations, the budget for 1959 is assured. It is hoped that corporation gifts to the state associations will increase so markedly that by 1962 the assessment formula will provide the entire budget.

Independent College Funds of America was incorporated in the State of New York on 31 December 1958 and has established offices in Suite

2273 of the Sheraton-McAlpin Hotel, 34th and Broadway, New York City. College presidents visiting New York will be welcomed in these offices by Dr. Gerald Burns, who came from the vice presidency of Reed College to assume the post of Executive Director on 1 December.

At the meeting of the commission on 5 January an executive committee of five college presidents, four executive directors of state associations and one corporation executive was elected. President Terry Wickham of Heidelberg College was elected chairman for the coming year.

At the same meeting, reports from the forty state and regional associations, which now cover all the United States except Alaska and Delaware, revealed that, despite the recession of 1958 in American business, contributions to higher education through the state associations were up almost half a million dollars over 1957, to a new high of over \$8,000,000. During 1958, \$218,800 received through the American College Fund was distributed to the colleges, and an additional \$37,300 will be distributed in the next few weeks. We wish particularly to thank Dr. Distler for handling this fund and for his many other services to the commission.

The successful launching of this ship of state associations, with over 470 colleges aboard and with promise of legal independence from the Association of American Colleges within a year, now permits the Association to redesign the commission as the Commission on Finance. The Association is interested in the financial welfare of the 470 colleges in the state associations but also in the securing of financial help for its 300 other members, public and private. It is also concerned about matters of internal economy—ways in which the colleges can effect better management and squeeze more value from every dollar they spend. With this in mind, the new Commission on Finance will come into being at this meeting, if it is your wish. For 1959 it will shelter the Independent College Funds of America under its wing, but it will organize itself shortly to study and develop other aspects of the economy of higher education. We shall welcome your suggestions of projects worthy of our study.

Commission on Faculty and Staff Benefits

MARK H. INGRAHAM

During the past year the Commission on Faculty and Staff Benefits has been less active than during any year for some while. It now plans to try to secure funds for a careful study of "fringe benefits" other than those cared for by insurance, annuities, etc. These latter are being studied by TIAA which plans soon to publish a book on the subject.

The following excerpts from reports of Dr. Louis D. Corson, Director of the Retired Professors Registry, we believe will be of interest to members of the Association:

September 25, 1958

The Registry listed 262 retired persons on September 25. We have now made 1401 referrals to 225 institutions involving 559 positions in 49 fields. We know definitely that 18 registrants have signed contracts for 1958-59. Of the remaining registrants, 67 have placed themselves, and approximately 40 other individuals will not be available until 1959-60. We have not yet heard from 408 referrals, and only 60% of the registrants replied to our follow-up postcard.

At the present time, 58 new résumés are being prepared. We received 178 responses to the TIAA mailing of our brochure, and 39 have completed their registration forms.

We have already received requests for the 1959-60 academic year. All indications point to a very busy year ahead.

December 23, 1958

The Registry files now contain the records of 410 individuals, and approximately 15 career résumés are now being prepared.

We have received a number of requests concerning referrals for positions which will be open February 1959. In addition, we are constantly receiving correspondence about openings for September 1959. Several institutions have approached us about outstanding scholars who might fill endowed chairs or lectureships for one semester.

Commission on International Understanding

CLEMENS M. GRANSKOU

Since the meeting of the Association at Miami Beach in January 1958, the commission has had two formal meetings, one of these being held in Cincinnati on 16 April 1958 and the other in Kansas City on 5 January 1959.

It has been the conviction of the commission that "the best way to develop human understanding is through the free exchange of persons, ideas, information and culture." While the commission has discussed a number of different projects, the one on which attention has centered is the possibility of our colleges receiving students from countries with which we now have limited or no exchange of students.

The Agreement of 27 January 1958 between the governments of the United States and the USSR gave hope that freer exchange of teachers and students between the two countries might be possible. The commission noted with approval the action of our government in concluding such an agreement with Russia. The press has kept us informed of some cultural exchanges which have taken place under this agreement. From government officials we learn that the graduate students from the United States who were to go to Russia have gone. Most of the students expected from the USSR are now in this country in five universities.

The commission believes that exchange of undergraduates, graduates and teachers will greatly increase international understanding. The Association has recorded its support of the freest possible exchange of knowledge and ideas among the scholars and peoples of the world.

To ascertain the attitude of members of the Association of American Colleges toward the proposal that we augment existing student programs with programs which would include undergraduates from such countries as the USSR, Hungary, Poland and Yugoslavia, a questionnaire was circulated to the member colleges asking this question:

"If programs for the exchange of students between the USA and such countries as the USSR, Poland, Hungary and Yugoslavia could be arranged, would you be willing to accept suitable students from one or more of these countries on your campus?"

The response received from 349 member colleges was overwhelmingly favorable to receiving such students. 298 colleges responded that they would willingly receive some 1800 students. Only 15 per cent of the colleges responding (51 colleges) could not receive such students. Some of these colleges indicated that they already had a maximum number of foreign students or for some other reason could not cooperate at this time.

261 colleges indicated they could receive from one to nine, for a total of 856.

19 colleges set their maximum from 10 to 19, accounting for 210.

10 colleges said they would open their doors to 20-25, admitting a total of 208.

6 colleges were ready to receive 50 students, for a total of 300.

Not only are the colleges ready to receive these students but in the interest of international good will and understanding they are ready to aid such students financially.

Two hundred and twenty colleges, willing to receive 1,172 students (621 men and 551 women), are able to aid in this manner:

Tuition could be provided for 452 students (222 men, 230 women);

Board could be provided for 121 students (64 men, 57 women);

Room could be provided for 140 students (69 men, 71 women);

Health and other fees could be paid for 191 students (102 men, 89 women).

Some 38 colleges included in the above figures are ready to receive 74 students (38 men, 36 women) with no charges at all for tuition, board, room and health fees.

It is the belief of the commission that if a follow-up questionnaire were sent out that the number of colleges willing to cooperate in this program would be substantially increased.

The response received so far from nearly half of the 760 members of the Association of American Colleges would indicate the clear readiness of the institutions of learning of this country to cooperate in the kind of program directed toward the relief of tensions existing between nations and toward genuine mutual understanding between peoples.

The commission is now considering the manner in which the good

will and interest of the colleges in international understanding, as revealed by this questionnaire, may best be used. It has been suggested that a direct approach to institutions of higher learning abroad and to ministries of education in the USSR, Poland, Yugoslavia and Hungary might be utilized.

Commission on Legislation

HURST R. ANDERSON

A year ago the old Committee on Legislation, appointed three years earlier by the President of the Association, was replaced by the present commission, elected like other commissions by the Annual Meeting and authorized by resolution of the Board of Directors to take action at its own discretion, in the name of the Association, within the limits set by resolutions of the Annual Meeting or directives of the Board.

The first year of our existence as a regular commission of the Association was an eventful year for educational legislation. Excepting one important issue and a few minor matters, however, we did not feel called upon to exercise our discretionary powers but limited ourselves to following up the legislative resolutions adopted by the Annual Meeting.

At our first meeting, held in Washington, D.C. on 25 April 1958, we decided that, in view of the division of opinion revealed by the debate at Miami Beach on federal aid to higher education, we should not be justified in offering testimony to the United States Congress except in opposition to any proposals that were plainly in conflict with the broad principles enunciated in the Association's resolution. Since the congressional bills which ultimately took shape as the National Defense Education Act of 1958 did not so conflict, we did not in fact give testimony.

At the same time we concluded that, as federal aid was a subject of acute public controversy, and the chances of any general program becoming law seemed highly uncertain, the Second Session of the 85th Congress might present unusually favorable opportunities for the passage of less controversial but none the less useful measures advocated by our Association. We therefore decided to throw our energies into support of those measures.

Our judgment proved to be right so far as two kinds of tax relief were concerned.

The exemption of privately controlled colleges from federal excise

taxes, which was embodied in the Excise Tax Technical Changes Bill passed by the House of Representatives in the previous session, was commended to the Senate by the Annual Meeting of 1958. The bill did not come up for action until late in the session. Testimony in support of the relevant provisions was given on behalf of our Association and the American Council on Education, but to our surprise and dismay they were eliminated in committee. Strenuous efforts were then made to bring our case to the renewed attention of the Congress, with the result that the unfavorable amendments were withdrawn in conference, and the bill as finally enacted exempted all nonprofit educational institutions from excise taxes as of 1 January 1959. We should like to express the gratitude of the Association to the member presidents who contributed to this result, and especially to those presidents of state universities who, although their own institutions were not affected, made strong representations to their congressmen in the interest of their sister institutions under private control.

A parallel bill, making technical amendments in the income tax law, was likewise passed by the House of Representatives in 1957 and brought before the Senate in 1958. The version adopted by the House contained a number of provisions unfavorable to colleges and universities, but they were all eliminated by the Senate after testimony had been given on behalf of educational associations including our own. It was originally proposed to limit the amount of the annuity premiums, paid by the employing institution, which a faculty member may exclude from his taxable income to ten per cent of his total remuneration. As a result of the educational testimony, however, this was replaced by a rather complicated formula which we are satisfied will not be embarrassing to any member college with a reasonable retirement plan. In addition, the Act extends to participants in college and university retirement plans a number of benefits which, under the Internal Revenue Code of 1954, were available only to participants in retirement plans that had "qualified" by meeting certain requirements not applicable to nonprofit organizations. Our faculties and staffs are indebted for the correction of this unreasonable discrimination to the testimony given by the Teachers Insurance and Annuity Association with the support of the educational organizations.

In respect of two other tax measures of concern to member colleges, we were less fortunate.

The Student Aid Plan, sponsored by the American Council on Edu-

cation with the formal support of our Association, made no progress. Testimony was offered to the House of Representatives in support of the principle of a tax credit in aid of personal expenditures for higher education, but no action was taken by the Congress on any of the bills embodying this principle or alternative proposals. The number of such bills introduced into the 85th Congress seemed to indicate a growing measure of support for the Student Aid Plan, but its future remains highly uncertain—especially since the American Association of Land-Grant Colleges and State Universities has come out against it, and the Congress has provided in the National Defense Education Act of 1958 for a different form of student aid on a substantial scale.

Scientific apparatus imported by nonprofit educational organizations would have been exempted from import duties by companion bills which were introduced in the two houses of Congress. Your commission felt justified in expressing to the promoters the Association's support for their bills, but we had no opportunity of giving formal testimony, since in face of strong commercial opposition no hearings were held and the bills died with the adjournment. We hope however that the same end may be achieved in the new Congress through United States ratification of the Florence Agreement, promoted by UNESCO, which would eliminate tariffs on scientific apparatus as well as books and other published materials imported for educational purposes.

Our annual battle for the College Housing Program ended in a draw, or perhaps one should say an uneasy truce. Delegates will no doubt recall that the provision of additional funds for the program was included in an omnibus housing bill which died in the last days of the congressional session, after an attempt to extricate it from the Rules Committee of the House of Representatives had failed by a narrow margin. As a result, no new loans could be approved after the few million dollars remaining in the fund authorized by existing legislation had been exhausted. At the same time, the Administration's repeated endeavors to amend the interest formula to the disadvantage of the colleges were thwarted for another year. Shortly after the end of the session President Eisenhower announced that, in order to minimize delay in the execution of building projects, the Housing and Home Finance Agency had been instructed to accept new applications for loans and to process them up to the point of formal approval, with the understanding that an additional authorization of funds would be sought

as soon as the 86th Congress convened. Subsequently we received assurances that the Administration would simply seek an authorization for the addition of \$200 million to the loan fund without attempting any amendment of the program. No doubt was left in our minds, however, that when legislation to continue the program in Fiscal Year 1960 came up for consideration, the attack on the interest formula would be renewed.

We believe there is no justification, either in theory or in practice, for amending the present formula by which the interest paid by the colleges is based on the average interest payable on all outstanding obligations of the United States. Any other formula must rest on arbitrary and disputable assumptions. We therefore recommend that the Association of American Colleges reiterate once again the firm stand it has taken for the maintenance of the present interest formula. We regret that, through no fault of educational institutions or their national representatives, who have consistently maintained a united front on this issue, the argument should be renewed from year to year. By the same token, we believe that it would be in the public interest for a serious endeavor to be made to reach agreement on the total requirements of the program and to seek a corresponding congressional authorization, instead of wasting the time of the Congress, the Executive Branch and educational administrators with sterile argument about the sums to be authorized from year to year. Such action would seem to conform with the declared intention of the Secretary of Health, Education and Welfare to seek agreement on "national goals" for education.

On the provision made by the Senate for loans for academic as distinct from residential buildings, the commission took the position that any program of loans for non-income-producing buildings should be kept separate from the present housing program. When asked to pronounce on the merits of such a program, our witness before the Banking and Currency Committee of the Senate could only say that he had no mandate but that he thought the Association would not object to it in principle. Since the proposal is almost certain to be revived in the coming session, we should welcome a definite indication of the membership's views. With that object we have included a suggested form of words in the resolution we have submitted on the College Housing Program.

Another subject that engages our attention every year—in this case unavoidably—is the appropriation of funds for the international edu-

cational exchange program of the Department of State. Last year, in pursuance of the strongly worded resolution adopted by the Annual Meeting, we again joined with the American Council on Education in offering testimony before the Senate in favor of an increased appropriation. We were partially successful. The appropriation requested by the Administration and approved by the House of Representatives amounted to \$20,800,000. The Senate accepted our advice that the appropriation be increased by \$10,000,000 to \$30,800,000. The figure ultimately agreed upon in conference was \$22,800,000.

The modest increase we secured is less important than two facts which we feel obliged to bring to the attention of the Annual Meeting. The first is that only once in the last four years has the Appropriations Committee of the House of Representatives consented to receive testimony from educational organizations. In other years, therefore, including 1958, we have been obliged to go to the Senate with what amounts to an appeal to fight our battle for us in conference committee. This is as unfair to the Senate as it is embarrassing for the educational associations. We therefore believe that our Association should go on record as formally requesting both houses of Congress to receive testimony from the accredited representatives of higher education on this important subject.

Secondly we cannot help recalling that, whereas an appropriation for the Fiscal Year 1959 of only \$20,800,000—the same as the actual appropriation for 1958—was requested by the Administration, the United States Advisory Commission on Educational Exchange recommended an appropriation for the earlier year of \$35,000,000. We are at a loss to understand what purpose is served by an advisory body of presumed experts if its advice is so utterly disregarded. Without wishing to venture into questions of economic policy beyond our official competence, we are gravely disturbed by the possibility that policies of vital consequence for the national welfare may be subordinated to purely fiscal considerations. We therefore recommend that the Association of American Colleges reaffirm in the strongest possible terms its recommendation of an appropriation proportionate to the importance of the international educational exchange program.

In 1959, as in 1958, we shall carry out your wishes to the best of our ability. We do not know whether the United States Congress will continue to show a lively interest in higher education, and we have no reason to believe that the views of our own Association on the complex

problem of federal aid are any more unanimous than they were a year ago. We are neither surprised nor dismayed that the diversity of which American educators are justly proud should be reflected in differences of opinion on this subject. We recognize that it is no part of our task as a Commission on Legislation to formulate the policy of the Association. But we earnestly commend to our colleagues the urgent need for sober reflection and frank discussion on the social implications of higher education's financial needs, both institutional and personal, and of the various means adopted or proposed for meeting them. Is it too much to hope that in the next few years we may come closer to general agreement on the main lines of a public policy for higher education?

Commission on Liberal Education

ROBERT W. McEWEN

The Commission on Liberal Education in 1958 continued as its primary activity the program of intellectual life conferences for college and university presidents and for college deans.

Three such conferences were held for presidents: one in July at Pugwash, Nova Scotia, another in August at Key Biscayne, Florida and a third, also in August, at Wagon Wheel Ranch in Colorado. A conference for deans of institutions whose presidents had participated in conferences in 1957 was also held at Pugwash in July. Forty-eight presidents and sixteen deans were involved in these conferences.

Since the first Pugwash conference in 1956, a total of 102 college presidents and 33 deans have had the benefit of this kind of experience. Without exception they have vouched for its value as a happy, refreshing experience for themselves and their wives and as a meaningful reminder of the essential purpose of the institutions over which they preside.

The commission wishes to record its appreciation of the generous financial support contributed to the conference program in 1958 by the Ford Foundation. It also wishes to record its appreciation of the hospitality extended by Mr. Cyrus Eaton to those who participated in the July conferences at Pugwash. Without this assistance it would have been impossible to sustain the quality and magnitude of the conference project in 1958. Finally the commission expresses its appreciation to the executive staff of the Association of American Colleges, particularly to Mr. Eric Wormald, for having borne the major administrative responsibility for organizing the conferences and for having provided the logistical support they required.

The commission is planning for the summer of 1959 three conferences for college presidents, one conference for deans and a conference for faculty members from institutions whose presidents and deans have participated in intellectual life conferences in the past. These plans are

dependent upon securing adequate financial support but the commission believes that such support will shortly be forthcoming.

The historic aims of liberal education are no less relevant to the problems and issues which confront our country and the world today than they have been in the past. Indeed there is good reason to believe that the future resolution of the difficult problems which confront and divide mankind may depend in large measure on the extent to which there can be brought to bear on such problems the kind of wisdom and vision that liberal education endeavors to provide. Recent developments in science, technology, politics, economics and in all other significant influences in the contemporary world, however, have obscured and confused for many people the content of liberal education and the operational means by which liberal education pursues its aims. It is therefore the conviction of the Commission on Liberal Education that the never-ending task of clarifying and defining what is meant by liberal education has a special current urgency. With this in mind the commission has decided to hold a three-day conference in Washington this spring to undertake a study which it hopes will lead to a useful restatement of the meaning of liberal education and its relevance to the contemporary world.

Commission on Professional and Graduate Study

THEODORE A. DISTLER

The past year has again witnessed a number of developments which were welcomed by your commission as evidence of an increasing measure of understanding and cooperation between undergraduate liberal arts colleges on the one hand and professional and graduate schools on the other. A number of specific examples will reflect the growing concern over our common problems and a willingness to work together toward their solution.

The warm reception given "A Guide to Graduate Study," edited by Dean Frederic W. Ness of Dickinson College, has been a source of great pleasure to your commission. Deans and academic advisers have apparently found it extraordinarily useful. It has already made a very real contribution to increasing the measure of interest in graduate study among undergraduates in our liberal arts colleges.

The Directory of Fellowships, under the editorship of Mrs. Virginia Bosch Potter, has been equally well received. It has now appeared in a second edition and is an excellent companion volume for "A Guide to Graduate Study." Both volumes were prepared under the guidance of an advisory committee appointed by your commission. We are grateful to the Association of American Colleges for its sponsorship of these projects. The thorough, painstaking work of Dean Ness and Mrs. Potter is noted with gratitude. Your commission also wishes to record its appreciation to the foundations whose generous support made both projects possible.

In the field of medical education the most noteworthy factor has been the further development of the Johns Hopkins experiment. Your commission wishes to quote from a recent statement from the Johns Hopkins Medical School. Among the reasons cited for this development in medical education the Hopkins authorities note: "The need to concentrate on

science necessitated by the rapid advance of knowledge has made it increasingly difficult for prospective physicians to acquire adequate understanding of the cultural and historical forces which have molded modern civilization—an understanding which is essential for the most productive service to society." This is an excellent restatement of a thesis which your commission has presented to the Association for a number of years. It is our belief that the Johns Hopkins experiment will be a very significant step in the direction of greater flexibility than now exists—"a flexibility designed to meet the needs of candidates with varying backgrounds, aptitudes and ultimate objectives. It will also afford an opportunity for properly qualified students to save one or even two years between the sophomore year of college and the completion of medical school. . . . It will merge the teaching of liberal arts and medical science in the earliest years of the curriculum thereby tending to break the barrier which has traditionally existed between colleges and schools of medicine." Certainly all liberal arts colleges will welcome this experiment and will watch it with a great deal of interest and appreciation.

It should also be noted that similar statements have recently been made by the administration and faculty of the Harvard Medical School. A news release of 1 December 1958 reads as follows: "An able college student can put his major effort into studies of history, literature, sociology or other non-science fields and still do well in medical school. This is one of the highlights of a study of 1390 men who graduated from Harvard College from 1949 to 1956 and applied for medical school. . . . While medical schools have been proving their increased awareness of the importance of a liberal arts background, students have been moving increasingly toward pre-med concentration." Dean K. Whitla, Director of Harvard's Office of Tests, says: "It would be regrettable if some of our students who plan to become doctors felt that they must turn away from their interest in the liberal arts for fear of being rejected at medical school without a pre-medical major. . . . The student's chances of admission to medical school are not related to his undergraduate area of concentration." Other medical schools have been saying much the same thing. It is our conviction that these forthright statements will do much to eliminate some of the artificial barriers which have been erected between the liberal arts colleges on the one hand and the medical schools on the other.

As far as the law schools are concerned, a recent address by John G. Hervey pleads for breadth and liberalism throughout the college

course and the law school course rather than a purely professional attitude on the part of the law student. "The time is at hand when the organized bar must accent things qualitative rather than things quantitative. If educated students are to be fed into law schools and the law thereby be preserved as a noble profession, the responses of students should be professional rather than commercial. This again is the task of liberal education. To think only in terms of adding a course or sequence of courses in order to meet this problem is to fail to solve it." Mr. Hervey speaks of the "paramount necessity of transmitting to law students an awareness of the law as a historical continuum creating and recreating itself in a ceaseless revolutionary process." It is evident from these remarks that also the leaders of the legal profession are well aware of the importance of a general liberal education in preparation for the practice of law.

Another important development during the past year was a meeting, sponsored by the American Council on Education, of graduate and undergraduate deans. There was a great deal of discussion of the requirements for the Ph.D. and the need for strengthening the traditional M.A. While there seemed to be little disposition to change the requirements for the Ph.D. radically, much less to reduce the quality of the degree, there was also agreement that the time element involved in the attainment of the terminal degree should be thoroughly studied.

In the discussion of the M.A. there seemed to be general agreement that a number of institutions should be encouraged to offer a much stronger M.A. in various fields. It might also be possible to work out an M.A. which would cover more than one field of concentration. In this connection there was much discussion as to whether the addition of an M.A. program strengthens or weakens the undergraduate program of a strong liberal arts college. Several members of the conference felt that if the M.A. program were imaginatively conceived and well administered it might actually add to the undergraduate strength of a good four-year college. We shall return to this problem later in this report.

Another factor to be reported with grateful pleasure has been the close cooperation between the Commission on Professional and Graduate Study, the Commission on Teacher Education under the chairmanship of President Seegers of Muhlenberg College and the Commission on Liberal Education under the chairmanship of President Trippet of Wabash College. It has become increasingly evident that the three

commissions share common problems and opportunities. This is reflected in the fact that for the second time the three commissions have conducted a joint sectional meeting at the annual meeting of the Association. It has been a very fruitful collaboration, particularly in two areas: first, in the preservation of a healthy emphasis on the centrality of the liberal arts in training teachers, lawyers, doctors and professional men in all areas of responsibility in a free society. This is the pursuit of excellence at its highest and best, for the preservation of intellectual virtue is centrally important in the entire educational enterprise. Secondly, it is the purpose of all three commissions to maintain and if possible increase the supply of competent and well-trained teachers, especially for our secondary schools as well as our colleges and universities. This is a practical and immediately relevant part of the work of all three commissions. It can be very significant, even decisive, for the future welfare of our member colleges.

At the present moment the agenda of your commission includes the following projects:

1. A further study of the traditional requirements for the Ph.D. The most recent report of the Dean of the Graduate Faculties at Columbia University, Jacques Barzun, again reflects the need for discussion and study of the time element in the attainment of the Ph.D. degree. In a thorough and thoughtful analysis of the problem Dean Barzun points out that the average time required to qualify for the Ph.D. degree at Columbia University runs from 5.3 years in chemistry to 12.5 years in the Germanic languages. The average time elapsed seems to be about eight years. In his discussion of the situation Dean Barzun makes a number of definite suggestions concerning the possible reduction of the time element involved. This would be a most welcome development.

2. Your commission's agenda also includes a further study of the traditional M.A. and possibly a series of conferences in which the present requirements could be evaluated. It is the conviction of many of our colleagues that in this area lies our best hope for training well qualified college teachers in the years immediately before us. It is our hope that funds will be available for a series of conferences with undergraduate and graduate deans, looking toward the setting up of definite standards for the master's degree.

3. It is evident of course that your commission will continue to observe the experiment at Johns Hopkins Medical School with a great

deal of interest. Undoubtedly other medical schools will conduct similar experiments which will have a direct bearing on the type of preparation required for pre-medical students in our liberal arts colleges.

4. Your commission will continue to sponsor further editions of the Directory of Fellowships. Since situations in this particular area change continuously, the directory will have to be issued annually in order to remain up-to-date.

5. Your commission hopes to take an active part in the publication of a manual to be edited by Dean Ness of Dickinson College which will outline in some detail the problems and difficulties, as well as the opportunities, in the introduction of graduate work. Dean Ness has submitted a proposal to the Association of American Colleges which we believe is interesting and challenging. After a thorough analysis of the problems involved, Dean Ness writes:

Looking at the problems raised in the foregoing analysis from the standpoint of our national interests, as differentiated from those of the particular institution, there is evidence to support the view that a substantial number of undergraduate colleges will be tempted into graduate study in the next decade. The real concern, therefore, is to assure that only the right institutions take the step and that their programs are soundly conceived and effectively implemented.

As an approach to any such assurance it is proposed that the Association of American Colleges, through its Commission on Professional and Graduate Study, provide a manual of guiding principles and working blueprints which could be helpful in the planning of new graduate programs of genuine merit. There is at present no satisfactory source where such information is readily available.

This proposal calls for the preparation of a comprehensive manual which would include the following (not necessarily in the order in which they are presented here):

1. A compilation of accreditation requirements of state, regional, and professional associations governing master's programs in the arts and sciences. . . .
2. A discussion of methods of assessing the potential for graduate instruction. . . .
3. Detailed descriptions of successful graduate programs at institutions which are essentially undergraduate in character, such as Swarthmore, Middlebury, Sarah Lawrence, Franklin and Marshall, etc. . . .
4. Detailed descriptions of such cooperative efforts as those at Claremont

and at some of the university "branches" on undergraduate college campuses. . . .

5. Descriptions of any innovations in graduate study, from whatever source, which might be readily adapted to a limited program at an undergraduate college. . . .
6. A discussion of methods of utilizing external resources, such as personnel from industry, etc. . . .
7. A discussion of ways of obtaining and utilizing sponsored research projects to help support small graduate, and combined graduate and undergraduate, programs. . . .
8. A final section containing suggested new approaches to graduate study as conceived by an advisory committee of graduate and undergraduate deans.

Your commission wishes to recall with gratitude the constant guidance and direction offered by the headquarters staff—Dr. Theodore Distler and Mr. F. L. Wormald. The work of our commissions in the Association of American Colleges is made interesting and challenging by the active and energetic leadership of our staff at headquarters.

Commission on Public Information

HAROLD P. RODES

The activities of the Commission on Public Information during the past year have centered about three major projects:

- 1) The presentation of a sectional meeting at the annual meeting on the subject, "The Annual Report as an Index of Institutional Excellence," which included the exhibition of sixty selected annual reports from institutions of diverse size and type;
- 2) The attempt to obtain foundation financing for the addition of a public relations director to the staff of the Association's central office;
- 3) The analysis of the Commission's "raison d'être" and a consideration of its potential development or demise.

This report will be confined to a brief discussion of the last two items and appropriate recommendations for the future.

Although the Commission on Public Information was unsuccessful in obtaining a public relations director on a full-time basis with foundation support, the Association was at least able to add to its professional staff an Assistant to the Director who will have some time available for public relations work. However, this also raises the basic question of the nature of public information which might appropriately be disseminated by the Association of American Colleges. The foundations apparently feel: 1) that public relations should be of only general significance to an organization such as ours, with the specific responsibility falling upon individual colleges, and 2) that there is not sufficient justification for a foundation to subsidize the addition of a full-time person to the regular staff of a professional association.

Accordingly the Commission on Public Information is raising the question whether there is good reason for its continuance as a standing commission of AAC. Believing that the public relations of the Association are essentially a task for our central office staff and that our Board of Directors is in the best position to direct these activities, the commission is currently at a loss to locate a niche in the Association which would be meaningful and worthwhile to all concerned.

Although some provocative suggestions have been made, including the undertaking of studies of such public interest as space utilization, teaching loads or state and federal financing of higher education, these have been deemed inappropriate for consideration by this particular commission.

For these reasons and others, it is strongly recommended that the continuing and new members of the Commission on Public Information schedule during the coming year a special session with the executive officers of the Association and either develop a useful program for the future or discontinue the commission by the end of 1959.

Commission on Teacher Education

J. CONRAD SEEGER

The Commission on Teacher Education met in Washington in November, in addition to its meeting immediately before the annual meeting of the Association.

It has continued its concern with the recruiting of college teachers and recommends that the members of the Association continue their efforts in this direction.

The commission is grateful to Dean Ness of Dickinson College for his excellent volume describing recruiting procedures, recently published under the sponsorship of this commission and distributed to the members of the Association.

Both this commission and the Commissions on Professional and Graduate Study and Liberal Education have been concerned with the liberal content of curriculums leading toward the professions, including teaching. These commissions have held joint meetings and arranged Association programs in reference to this.

At the November meeting this commission spent a great deal of its time discussing the liberal content of courses preparing teachers for secondary and elementary schools and listened to a description of a program conducted by Temple University, in cooperation with five Pennsylvania colleges, aided by a Ford Foundation grant. It provides an opportunity for graduates of liberal arts colleges who have had no work in professional education to be placed in regular public school teaching positions under a special certificate issued by Pennsylvania. They take professional courses concurrently, applicable to a master's degree.

This program was presented as a sample. Correspondence, conversations and other sources indicate that other programs of similar, although not identical, nature are in progress. In fact one of the colleges represented on the commission has an experiment in operation.

The commission believes that this kind of idea is worth pursuing. It

involves cooperation with and from state departments of public instruction and in many instances cooperation among several institutions. But primarily the commission is interested because of the added time given for and the added emphasis placed upon the liberal arts and sciences, and the opportunity for additional academic or subject-matter background.

The commission recommends that member institutions investigate the possibilities of experimentation with teacher education programs, so that those shall not be stereotyped—particularly in the hope that state requirements may be met without unduly hampering or circumscribing colleges in their efforts to safeguard liberal content, or if necessary may even be modified toward that end.

It further recommends that, either through the Commission on Teacher Education or otherwise, reports of all such experimental programs be gathered and made available to member colleges. It is our conviction that the liberal arts colleges should do some trail-blazing, as many have, and should endeavor to exercise influence upon state departments, as many also have done successfully. If we do not exercise this leadership others will, and if we do not like their leadership we must absorb some of the blame if we ourselves have failed to act.

During the year we conducted correspondence with the National Association of State Directors of Teacher Education and Certification and with the National Council for Accreditation of Teacher Education (NCATE). Dr. Lloyd Herr, of the Kansas Department of Public Instruction, representing the former organization, and Dr. Earl Armstrong, Executive Secretary of NCATE, attended our meeting in Kansas City.

At that meeting it was agreed that it would be highly desirable if the liberal arts colleges would attempt by every legitimate means to make their voices heard with reference to certification requirements or contemplated changes. In some states provision is made for such procedure. In some the liberal arts colleges are apparently not consulted. Often, it seems, the liberal arts colleges have felt little or no concern and have simply accepted whatever has been done. Our commission thinks it highly desirable that the liberal arts colleges acquaint themselves with trends in their own states and find opportunity to plead the cause of liberal education with the state authorities, and our further conviction is that more often than not they will be welcomed.

It was brought out in the Kansas City meeting that one state has just

published the requirement that by 1961 teachers, to be certified, must have been graduated from an institution accredited by NCATE or visited and approved by representatives of the state department. It was said that representatives of the liberal arts colleges on the state council voted for this. It was also pointed out very strongly by Dr. Armstrong, who a few years ago successfully fought such a measure in another state, that NCATE neither recommends nor desires such rulings. But the fact remains that one state has taken this action. It is also true that this state, with the others represented in its regional accrediting agency, provides for reciprocity of teaching certificates for teachers who apply for certification on the basis of graduation from schools accredited by NCATE. Dr. Armstrong was unequivocal in stating that it is the firm desire of NCATE that accreditation and membership be completely voluntary and without duress or compulsion. But let us suppose, purely hypothetically, that 48 other states, or even 25, followed this lead.

Incidentally, it was also reported that seventy per cent of the new public school teachers employed this year are graduates of colleges accredited by NCATE.

Our commission believes this whole development, the part NCATE plays, the attitudes of state departments and the position the liberal arts colleges should enunciate deserve and require constant attention on the part of this Association.

Finally we wish to thank Dr. Distler and Mr. Wormald for help and guidance throughout the year.

Report of Board of Directors

If 1958 was not quite so spectacular a year for the Association of American Colleges as the immediately preceding years, it was marked by internal developments which we believe will be of great benefit to the Association in the years to come.

Members will recall from our recent reports that, as the Association's activities have grown in volume and complexity, we have been aware of the need for strengthening our executive staff by providing the Executive Director and the Associate Director with the support of an administrative assistant. That need has been effectively met by the appointment of Mr. Albert Meisel, formerly of the Council for Financial Aid to Education, as Assistant to the Director. The addition of a receptionist and a secretary brings our headquarters staff to a total strength of nine, which—notwithstanding Parkinson's Law—we hope and believe will be sufficient for the foreseeable future. Certainly we can assure the members of the Association that the high standard of performance on the part of our permanent staff, to which we have paid due tribute in previous years, will be fully maintained.

Concurrently the enforced but not entirely unwelcome removal of our central offices to a new location has been smoothly effected. The move was made during the week-end of 27-29 June, and the building was formally opened at an afternoon reception, attended by local member presidents, representatives of sister organizations and other friends of the Association, on Sunday, 5 October. Nobody who has visited the new offices at 1818 "R" Street, N.W., Washington, D.C., will be in any doubt that, in the words of the Executive Director, we have secured "a worthy home for the Association and one in which we can carry on our work for you with maximum efficiency."

This advantageous change has been accomplished without any spe-

cial charge on the membership of the Association. The cost of buying, adapting and equipping our new headquarters, amounting to \$135,000, has been met by grants from the following foundations:

Mary Reynolds Babcock Foundation
The Danforth Foundation
The Ford Foundation
General Education Board
The Grant Foundation
The Kresge Foundation
Lilly Endowment
Alfred P. Sloan Foundation

At the meeting of the Board of Directors on Tuesday, 6 January, it was officially reported that the Kresge Foundation had increased its conditional pledge by 50 per cent in order to complete the project. The Association now owns a headquarters building completely free of debt.

The total cost of maintenance and operation will not differ very much from the rental of our old, cramped quarters and will be far less than we should have to pay for the rent of adequate space on a commercial basis. As an offset, we shall receive a modest income from the letting of a few rooms for which we have no present use. Three rooms on the top floor of the building are already rented by our old tenants, the Council for the Advancement of Small Colleges, who moved with us from Jackson Place.

As the Treasurer's report will show, the overall financial position of the Association is satisfactory. But we feel bound to remind members that our annual operating budget would not be in balance without the subventions it has been receiving since 1956, first from the Lilly Endowment and latterly from the Old Dominion Foundation. This temporary assistance comes to an end next December.

We have made it clear from the outset that, for the longer future, the scope of the services furnished by your Association will be effectively governed by the regular income it receives from membership dues.

Meanwhile the standing commissions have been making good use of the resources put at their disposal by our several benefactors for the conduct of a variety of programs.

The Commission on Academic Freedom and Tenure has continued its collaboration with the American Association of University Profes-

sors in the endeavor to develop a professional code that will commend itself to the general acceptance of faculties and administrators. A joint committee has drafted a statement on recruitment and resignations, which will be presented by the commission for your approval in principle at this meeting.

The extension of the Arts Program, financed by the Danforth grant which was announced at the last annual meeting, has been an outstanding success. A distinguished roster of lecturers has been assembled, and the demand for their services is greater than even the resourceful planning of the director will enable them to satisfy. We are again indebted to the Charles E. Culpeper Foundation for a renewal of its annual grant. At this stage in the development of the program, we feel justified in continuing for another year the appropriation of \$5,000 from the general funds of the Association, but we hope that thereafter the Arts Program will secure foundation support sufficient to render it financially independent.

The main concern of the Commission on Colleges and Industry in 1958 was the establishment—foreshadowed in their report of last January—of a national organization of state and regional fund-raising foundations. Their efforts, under the patient and resourceful leadership of Chairman Carter Davidson and his colleagues on the Action Committee, resulted in the creation of Independent College Funds of America, Incorporated—with its own executive director, its own offices in New York City and its own budget, sustained by contributions from the constituent associations and by grants from corporations and foundations. In view of this development, your directors agreed that the time had come for them to review the relationship of the Association of American Colleges with the state foundation movement and to define our position for the future. Looking back over the history of the movement, we are convinced that in acting as its foster parent our Association has made a solid contribution to the welfare of higher education. At the same time, we are obliged to recognize that the activities of the state foundations cover only a fraction of the field of college finance and benefit only a part of our membership. We are satisfied that, whereas the problem of financing higher education must remain a major preoccupation of the Association, it would be inappropriate for the Association to retain the actual solicitation of funds as one of its permanent responsibilities. We therefore decided, subject to your concurrence, to

replace the Commission on Colleges and Industry with a Commission on Finance, constituted in the normal manner and charged with a general responsibility for study of the problems of college finance. Secondly we decided that, allowing a reasonable period for Independent College Funds of America to secure legal incorporation and tax-free status, the Association's sponsorship of the movement should be terminated not later than the annual meeting of 1960. Finally we agreed that for this transitional period five of the fifteen members of the proposed new commission should be chosen by the Board of Directors of the Association to serve on the governing body of ICFA. Tomorrow you will be invited to act on the nominations made by the Committee on Nominations with these considerations in mind.

The Commission on International Understanding has conducted a survey of the attitude of member colleges toward the admission to their campuses of students from "iron curtain" countries, and will present its findings and recommendations to the annual meeting.

The new Commission on Legislation had a busy and fruitful year. A number of troublesome tax problems—notably the discrimination against privately controlled colleges in the matter of liability for federal excise taxes—were resolved by legislation vigorously supported by our commission in concert with other educational organizations. In pursuance of the resolution on international educational exchange adopted by the last annual meeting, the commission took part in the annual effort of the educational associations to secure an adequate appropriation for the exchange programs of the Department of State. The small increase thus achieved in the appropriation for 1958-59 was gratifying but still far from satisfactory. The commission will offer further recommendations on this subject for your consideration. The College Housing Program was the victim of political controversy, in which it was not directly involved but which killed the omnibus housing bill containing provision for continuing the program. Remedial action, however, has been promised for early in the new session of the Congress. For the future, the Board of Directors is in complete agreement with the commission's view that the educational organizations should press for an end to the misguided endeavor to alter the interest formula and for the establishment, by a single authorization, of a loan fund sufficient for the total needs of the program.

We believe that the Commission on Legislation was correct in its

judgment that the deep differences of opinion revealed at Miami Beach about federal aid to higher education precluded the commission from taking any official position on the measures embodied in the National Defense Education Act of 1958. We do not expect the Association to reach ready unanimity on the complex and controversial problems of federal aid. Nevertheless we commend to your earnest consideration the commission's plea for a serious endeavor on the part of our colleges and universities to move toward general agreement on the main lines of a national policy for higher education.

The achievements of the Commission on Legislation in its first year—for which we are deeply indebted to Chairman Anderson, his fellow members and the headquarters staff—seem to us to have amply justified the creation of a full-fledged commission for this area of vital concern to the members of the Association. At the same time, the past year furnished evidence, both positive and negative, of the extent to which a voluntary organization that does not engage in lobbying is dependent on the help of its individual members in making its case to the Congress. We hope that the membership as a whole will bear this in mind and will hold themselves in constant readiness to support the efforts of the commission.

The story of the intellectual life conferences organized by the Commission on Liberal Education will by now be familiar to our membership from Mr. Wormald's report and appraisal of the first five conferences, published last summer under the title: "The Pugwash Experiment." We believe that the Association will wish to put on record its profound gratitude to the Commission on Liberal Education, and especially to the former chairman, President Richard D. Weigle, for this outstanding endeavor to foster the spirit of liberal learning in the colleges and universities of America. Under the able leadership of the new chairman, and with the aid of grants from the Ford Foundation and the Fund for the Advancement of Education, the commission organized four more conferences in the summer of 1958. The program followed the same pattern as in 1957. One conference for presidents and one for deans were entertained by Mr. Cyrus S. Eaton at Pugwash; two others for presidents were held at commercial resorts. A total of 100 member presidents and 29 deans have now had the benefit of this unique experience. The commission's recommendations for future action will be presented in their annual report.

The two publications sponsored by the Commission on Professional

and Graduate Study, with the aim of encouraging and helping promising students to pursue their studies at the graduate level, have achieved a resounding success. "A Guide to Graduate Study" has already sold nearly 3,200 copies out of the 5,000 printed for public sale, and it is evident that a second edition will be needed sooner than was originally estimated. "Directory of Fellowships in the Arts and Sciences" was almost completely sold out, and the second annual edition, entitled "Fellowships in the Arts and Sciences: 1959-60," though regrettably if unavoidably delayed, is now available. Arrangements are under discussion with the Association of American Medical Colleges for sharing the administrative and editorial facilities needed for future editions of our directory and for a parallel reference work, planned by AAMC, on fellowships in the medical arts.

The report of the conference jointly organized in the fall of 1957 by the Commissions on Liberal Education, Professional and Graduate Study, and Teacher Education on the liberal arts in preparation for the professions has been circulated to member colleges.

Our survey, sponsored by the Commission on Teacher Education, of the steps taken by individual colleges to attract suitably qualified students into college teaching has been reported in "The Role of the College in the Recruitment of Teachers." This worthy addition to the publications of the Association was ably edited by Vice President Frederic W. Ness of Dickinson College and published with the aid of a grant from the Woodrow Wilson National Fellowship Foundation. It proved so popular that the first printing, which was distributed free of charge to member presidents and other interested persons, was rapidly exhausted and a reprint was called for. Your directors share the hope of the Commission on Teacher Education that the booklet will serve to inspire redoubled efforts on the part of college faculties "to multiply their intellectual progeny." A first report on the study of the baccalaureate origins of college teachers will be published in the near future.

In other areas of activity, outside the specific responsibilities of the several commissions, established projects have continued and new ones have been inaugurated.

Our contract with the National Science Foundation for the organization of panels of specialists to examine applications for science faculty fellowships has again been renewed.

The Harvard Institute for College and University Administrators

has held its fourth successive summer session for newly appointed presidents, and our Executive Director has continued to serve on the Advisory Board.

The Administrative Consultant Service, financed by the Lilly Endowment, has got off to a flying start. In the first six months of the program, Dr. Jones and Dr. White visited over fifty colleges, out of the dozens that asked for their services, and the presidents concerned are unanimous in their enthusiastic gratitude for the help they have received from our consultants.

The Retired Professors Registry has already made well over 1,000 referrals in response to institutional requests for candidates for employment, and its fame has spread beyond our own membership to inspire an enquiry from an American college as far afield as Baghdad.

With the aid of a grant from the Alfred P. Sloan Foundation, the Association has accepted sponsorship of a college admissions center, administered by the Association of College Admissions Counselors, as an experimental clearing house designed to help high school graduates to find vacancies in suitable colleges.

Our joint committees with the American Association of Junior Colleges and the Association of College and Research Libraries have continued their work, and a similar committee has been established to deal with matters of common concern to our Association and the Council for the Advancement of Small Colleges.

Our Executive Director and Associate Director have maintained close contact with sister organizations, as well as member colleges, and have served on a variety of committees dealing with matters related in one way or another to the work of the Association. With the generous assistance of volunteers from among our member presidents, they have seen to it that the Association has been effectively represented at the annual meetings of the principal associations concerned with higher education and at many other relevant conferences.

We have approved plans made by the editor for substantial changes in the arrangement and appearance of the Association of American Colleges Bulletin, to bring it into line with current standards of publishing and make it more attractive to the reader. These changes will take effect with the issue of March 1959, which will bear the new and appropriate title of "Liberal Education." We are confident that the Bulletin in its new dress will commend itself more strongly than ever to our membership and to the larger public interested in higher education. The changes

will of course add to the cost of printing, but we believe that the additional expenses will be fairly rapidly recouped through increased revenue from subscriptions and advertising.

We have tentatively set Atlantic City, New Jersey as the site of the annual meeting for 1963, when the Association is due to meet in the East.

The Board of Directors held five meetings in the past year: 9 January at the di Lido Hotel, Miami Beach, Florida; 15 March, with the chairmen of standing commissions, at the Brookings Institution, Washington, D.C.; 19 June at the old offices of the Association; 6 October at the new offices, and 5-6 January, 1959 at the Hotel Muehlebach, Kansas City, Missouri.

Reviewing the list of honorary members of the Association, we find that it includes only a few of the philanthropic foundations that have supported our work in recent years. We therefore recommend that the following foundations be elected to honorary membership:

Mary Reynolds Babcock Foundation, Inc.
The Charles E. Culpeper Foundation, Inc.
The Danforth Foundation, Inc.
The Ford Foundation
The Fund for the Advancement of Education, Inc.
General Electric Educational and Charitable Fund
The Grant Foundation, Inc.
The Kresge Foundation
Lilly Endowment, Inc.
National Science Foundation
Old Dominion Foundation, Inc.
Shell Companies Foundation, Inc.
Alfred P. Sloan Foundation, Inc.
United States Steel Foundation, Inc.
Woodrow Wilson National Fellowship Foundation

We further recommend that the following colleges be elected to regular membership:

College of St. Mary, Omaha, Nebraska
Delta State College, Cleveland, Mississippi
Edgewood College of the Sacred Heart, Madison, Wisconsin
Finch College, New York City
Georgia State College of Business Administration, Atlanta, Georgia
Morris Harvey College, Charleston, West Virginia

Northeast Louisiana State College, Monroe, Louisiana
Panhandle Agricultural and Mechanical College, Goodwell, Oklahoma
Portland State College, Portland, Oregon
St. Procopius College, Lisle, Illinois
Sioux Falls College, Sioux Falls, South Dakota
Tennessee Wesleyan College, Athens, Tennessee
Wayland Baptist College, Plainview, Texas
Western Michigan University, Kalamazoo, Michigan
Westmont College, Santa Barbara, California

Report of Treasurer

GEORGE M. MODLIN, President, University of Richmond

SCHEDULE A

Statement of Income and Expenses

General Fund

January 1, 1958 to December 31, 1958

Income

Membership dues:

For the year 1957	\$ 500.00
For the current year	75,800.00
For the year 1959, in advance	500.00

Total dues	\$ 76,800.00
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Books and pamphlets	15.08
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Interest on savings accounts and bonds	3,829.23
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Grants for operating expenses from:

United States Steel Foundation, Inc.	\$ 5,000.00
International Business Machines Corporation	500.00
General Electric Educational and Charitable Fund	2,500.00

Total grants	8,000.00
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Transfer from projects for administrative charges	9,341.11
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Rent	1,230.00
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Total income	\$ 99,215.42
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Total expenses—see next page	107,252.66
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Excess of expenses over income	\$ 8,037.24
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Expenses

Appropriation to Arts Program	\$ 5,000.00
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BULLETIN and reprints—total cost	\$ 8,229.38
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Less receipts for subscriptions	\$4,728.20		
reprints	1,165.14		
advertising	1,787.50	7,680.84	548.54

Annual meeting expense	5,559.47
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Committees and commissions	9,698.76
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Italics denote red figures.

Schedule A, continued

Association and club dues		530.38
Educational Fund Raising Guide		399.33
Administrative expenses:		
Salaries	56,085.63	
Staff benefits	9,278.57	
Rent—January to June	2,640.00	
Building maintenance	5,400.89	
Office expense	3,688.91	
Travel	2,528.55	
Auditing	225.00	
Office equipment	2,168.77	
Miscellaneous	115.86	
Depreciation of building	3,384.00	85,516.18
Total expenses—see preceding page		<u>\$107,252.66</u>

SCHEDULE B

Statement of Cash Receipts and Disbursements

Special Projects

January 1, 1958 to December 31, 1958

New Headquarters Fund

Receipts

Ford Foundation	\$20,000.00
Lilly Endowment, Inc.	20,000.00
Danforth Foundation, Inc.	20,000.00
Alfred P. Sloan Foundation, Inc.	20,000.00
Grant Foundation	10,000.00

Total receipts \$ 90,000.00

Disbursements

Cost of land and building	52,500.00
Legal fees and other closing costs	1,353.11
Cost of remodelling building, installing elevator, etc.	60,964.07
Furniture and decorating	14,297.73
Miscellaneous costs	1,185.61

	130,300.52	
Less balance of mortgage payable	35,777.91	94,522.61

Deficit, December 31, 1958 \$ 4,522.61

Italics denote red figures.

Schedule B, continued

Estimated additional cost of completing and furnishing building	\$ 5,000.00	
Balance of mortgage	35,777.91	
Deficit as above	<u>4,522.61</u>	
Total additional funds required		<u>\$ 45,300.52</u>
In addition to the grants received in 1958 there have been received in 1959 grants from:		
General Education Board	\$10,000.00	
Kresge Foundation	30,000.00	
Mary Reynolds Babcock Foundation	<u>5,000.00</u>	
		<u>\$ 45,000.00</u>
Arts Program		
Cash balance, January 1, 1958		\$ 25,205.58
Receipts:		
Appropriation from General Fund	\$ 5,000.00	
Grant from Charles C. Culpeper Foundation, Inc.	5,000.00	
Fees collected	\$53,322.48	
Less advances to artists	<u>56,584.60</u>	\$ 3,262.12
Total receipts		<u>\$ 6,737.88</u>
		31,943.46
Operating expenses		<u>23,458.29</u>
Cash balance, December 31, 1958		<u>\$ 8,485.17</u>
Commission on Colleges and Industry		
American College Fund		
Cash balance, January 1, 1958		\$ 48,672.93
Receipts:		
Parke, Davis & Co.	\$ 50,000.00	
Massachusetts Mutual Life Insurance Co.	30,000.00	
Graybar Electric Co.	6,000.00	
Socony Mobil Oil Co.	100,500.00	
John Hancock Mutual Life Insurance Co.	10,000.00	
New England Mutual Life Insurance Co.	10,000.00	
Yale and Towne Manufacturing Co.	2,500.00	
Philip Morris, Inc.	1,500.00	
Babcock & Wilcox Co.	13,300.00	
Addressograph-Multigraph Corporation	10,000.00	
Interest on treasury bills	569.17	
Miscellaneous	<u>33.33</u>	
Total receipts		234,402.50
		<u>283,075.43</u>

Italics denote red figures.

Schedule B, continued

Distributed to colleges and regional associations	250,694.26
Transferred to Independent College Funds of America	<u>\$ 32,381.17</u>
Operating Fund	
Cash balance, January 1, 1958	\$ 23,654.49
Receipts:	
College Life Insurance Co. of America	\$ 4,999.88
United States Steel Foundation, Inc.	5,000.00
Alfred P. Sloan Foundation, Inc.	10,000.00
Union Carbide Corporation	5,000.00
General Electric Educational and Charitable Fund	5,000.00
General Foods Fund, Inc.	5,000.00
Miscellaneous	<u>51.08</u>
Total receipts	35,050.96
	<u>58,705.45</u>
Operating expenses	27,741.31
Transferred to Independent College Funds of America	<u>\$ 30,964.14</u>
Commission on Liberal Education	
Intellectual Life Conferences	
Cash balance, January 1, 1958	\$ 10,882.78
Receipts:	
Balance of grant from Fund for the Advancement of Education	\$ 5,000.00
Grant from Ford Foundation	<u>25,000.00</u>
Total receipts	30,000.00
	<u>40,882.78</u>
Disbursements	38,277.09
Balance, December 31, 1958	<u>\$ 2,605.69</u>
Commission on Professional and Graduate Study	
Directory of Fellowships in the Arts and Sciences	
Deficit, January 1, 1958	\$ 236.94
Receipts:	
Grants from: Ford Foundation	\$10,500.00
Rockefeller Foundation	2,500.00
National Institutes of Health	<u>6,000.00</u>

Italics denote red figures.

Schedule B, continued

Total receipts	19,000.00
	<u>18,763.06</u>
Disbursements	<u>11,487.85</u>
Balance, December 31, 1958	<u>\$ 7,275.21</u>
A Guide to Graduate Study	
Receipts: Grant from Ford Foundation	\$ 2,500.00
Disbursements	<u>2,292.63</u>
Balance, December 31, 1958	<u>\$ 207.37</u>
 Commission on Teacher Education	
Baccalaureate Origins of College Faculties	
Cash balance, January 1, 1958	\$ 3,782.93
Disbursements	<u>1,892.70</u>
Balance, December 31, 1958	<u>\$ 1,890.23</u>
 The Role of the College in the Recruitment of Teachers	
Receipts: Grant from Woodrow Wilson National Fellowship Foundation	\$ 5,000.00
Disbursements	<u>4,450.93</u>
Balance, December 31, 1958	<u>\$ 549.07</u>
 Administrative Consultant Service	
Cash balance, January 1, 1958	\$ 41,417.18
Disbursements	<u>12,940.55</u>
Balance, December 31, 1958	<u>\$ 28,476.63</u>
 National Science Foundation	
Science Faculty Fellowships	
Advances for project, January 1, 1958	\$ 1,821.33
Receipts from National Science Foundation	<u>12,741.42</u>
	<u>10,920.09</u>
Disbursements	<u>19,578.51</u>
Advances to be reimbursed	<u>\$ 8,658.42</u>

Italics denote red figures.

Schedule B, continued

For Quality Improvement of Colleges

Receipts: Grant from United States Steel Foundation, Inc.	\$ 34,000.00
Disbursements—forwarded to colleges	9,000.00
Balance, December 31, 1958—to be disbursed	<u>\$ 25,000.00</u>

For Development Program

Receipts: Grant from United States Steel Foundation, Inc.	\$ 2,000.00
Disbursements—forwarded to colleges	2,000.00
Balance, December 31, 1958	<u>0</u>

For College Admissions Center

Receipts: Grant from Alfred P. Sloan Foundation, Inc.	\$ 5,000.00
Disbursements—forwarded to colleges	5,000.00
Balance, December 31, 1958	<u>0</u>

For Retired Professors Registry

Receipts: Grant from Ford Foundation	\$ 20,000.00
Disbursements—forwarded to American Association of University Professors	20,000.00
Balance, December 31, 1958	<u>0</u>

Italics denote red figures.

Report of Executive Director

My report for this year will be brief. The Board of Directors has given you a comprehensive summary of the year's activities, and you will hear more details of the work of the standing commissions in their own reports. I will not attempt to steal their thunder. Nor need I speak at length about the work of the central office. The Board has made sufficient reference to it in describing two major developments: the expansion of our small staff to its planned strength and the establishment of our headquarters in a worthy building of our own.

I hope that as many presidents and other representatives of our member colleges as possible will visit us in the near future and see for themselves how their business is conducted at the national headquarters. I am sure they will agree that neither the size of our staff nor the character of our offices is out of keeping with the role that our Association and its individual members are called upon to play in the life of the nation.

I am particularly happy that we have not only secured a dignified and efficient home for the Association but have been able to do so at no cost to our membership. We owe an immense debt of gratitude, both to the eight foundations whose combined grants covered every penny of our expenses in acquiring, adapting and equipping the new building, and to my colleagues, past and present, on the Board of Directors whose vision, courage and determination contributed to this result. Your staff can now carry on its work for you in virtually ideal accommodations, which will cost us little, if any, more to keep up than we paid in rent for our old quarters.

Good working conditions are a powerful incentive to good work. Not that our staff needed any additional incentive. The renewed tribute paid by the Board to their industry and devotion is as well deserved as ever. I count myself fortunate in my associates, and I want to express publicly my heartfelt thanks to them, as well as to my fellow directors

and all those who have served the Association in the past year, as members of commissions and committees, as project staff or as representatives of the Association on many and various occasions.

This has been an exciting year for higher education in the United States of America—and, as often happens, the most significant events are not necessarily the most highly publicized.

It has been a year of lively and sometimes acrimonious controversy. You may possibly recall that we ourselves gave it a good send-off at Miami Beach. Federal aid to higher education: is it poison or our only hope? If there is to be federal aid, should it be given only to publicly controlled institutions or to public and private alike? Are church-related colleges excluded from any kind of federal support by the First Amendment to the Constitution? If direct aid to institutions is debarred, is aid to individual students less objectionable? Is it any use helping more students to go to college without helping the colleges to take care of them? How many boys and girls who could benefit from a college education are really kept out by lack of means? Which is worse: to foster a spirit of dependence in the young by giving them scholarships, or to encourage the habit of living on credit by making them loans? Should tuition be raised, for those who can afford to pay, to correspond with the actual cost of instruction? Is the situation in this respect the same for the private college and, say, the land grant college? Are there in fact *two* systems of higher education in the United States? If so, is it to be applauded or deplored? Is there really any necessary connection between privately controlled colleges and a private enterprise economy? Is higher education a matter of purely personal advantage or is it still more a matter of social concern? What do the American people expect of higher education anyway? Should we—and can we—as educators correct them if we think they are wrong?

Argument—controversy, if you like—is essential to the life of a democracy. No great step forward in human affairs has ever been achieved without it. We should welcome the debate that has been going on for the past year or so about the aims of education and the means by which we pursue them. Argument, of course, is seldom dispassionate, and the vehemence of the contenders may be far from proportionate to their knowledge and wisdom. But partisanship is better than indifference. As professional educators, our duty is to see to it that the argument is as dispassionate as possible: that the relevant facts are made known to our fellow-citizens; that in our own discussions and pronouncements we do

not confuse personal and sectional interests with the public interest; that we do not ourselves set an example of prejudice and intemperance. For if we exhibit "furor academicus," how can we expect others to be reasonable? Indeed, if the educator himself fails to behave like what a distinguished scientist recently described as "a gentleman of culture," the public may well ask whether there is any point in higher education. Argument that consists in provocative iteration of one's own dogmas and attacks on the good faith of those who think otherwise is purely destructive.

Few of us are free from blame for the defects of American education, and we had better admit it.

The American people have not in general looked to higher education for the production of gentlemen of culture. They have tended to suspect culture and distrust the concept of a gentleman. Education has been widely touted and generally accepted as the road to wealth and power, comfort and prestige. Even in the present crisis in our international relations—which is above all an educational crisis—the arguments on both sides have been mainly concerned with the material results of education: our standard of living, our military strength, our national security. Much less has been said about the non-material aims of education, except of course when we berate the Russians as "atheistic communists"—the hoary old blasphemy of using the Almighty as a stick to beat one's adversary. As if American society were a flawless example of Christian civilization!

In the grave words of the Rockefeller report on *Education and the Future of America*, "If we ask what our society inspires in the way of high performance we are led to the conclusion that we may have, to a startling degree, lost the gift for demanding high performance of ourselves."

College trustees have at times been no more immune from these tendencies than other men. Some of them have looked upon the institutions committed to their charge more as business enterprises than as homes of learning. They have measured the achievement of a college by the growth of its enrolment, the outcome of its fund-raising campaigns and the expansion of its "plant," instead of the quality of its scholarship. And, quite logically, they have sometimes gone on to choose presidents for their abilities as promoters rather than as scholars and teachers. Worse still, trustees have been known to use their powers not to foster the pursuit of truth but to suppress it. Under the spur of noisy minori-

ties, with all the self-righteousness of a Krushchev or a Mao, they have made it their business to see that the professor shall hew to the party line; that his students shall be trained, not to think for themselves, but to "think right."

Unfortunately, some presidents have lived up to the expectations of the worst kind of trustees. In a desperate hunt for money to meet ever-rising costs, they have pandered to the prejudices—real or imaginary—of public officials and private benefactors—anxiously assuring them that, so far from "teaching alien -isms," higher education is a firm bulwark of the established order. Perhaps it is—but can you imagine Thomas Jefferson boasting: "We have no heterodoxy on our campus"? Or was he wrong in saying that "we are not afraid . . . to tolerate error so long as reason is left free to combat it"? Too many presidents have become so engrossed in the chase of dollars that they have forgotten what the dollars are for. They have shared and compounded the errors of our society by confusing means and ends, seemingly losing sight of the fact that the business of a college is learning.

Professors too, though wide awake to the faults of trustees and administrators, have not been distinguished for educational statesmanship. As a general rule they have shown no exceptional capacity for putting the public welfare ahead of private advantage. At best, many have been content to defend the claims of their own discipline to the largest possible share of the institution's resources, without giving serious thought to the aims of the institution as a whole. At worst, they have treated the administrator as the teacher's enemy—to be resisted and harassed in an endless guerrilla war over salaries and tenure, teaching loads and academic freedom. I have no hesitation in saying that efforts to correct the major faults of our academic system—the spoon-feeding of students, the fragmentation of learning, the enthronement of the course as the unit of knowledge, the proliferation of courses, the maintenance of a ludicrously inefficient timetable—have nowhere encountered such obstinate resistance as among our faculties.

As for the so-called war between public and private institutions I do not pretend to understand what is at issue, though it is evident from sporadic explosions and more or less continuous sniping that some kind of hostilities are in progress. Chancellor Kimpton of Chicago was no doubt right in suggesting that it all started with a competition for students—which nowadays seems ridiculous—and passed over into a fight for funds—which, to say the least, is unlikely to be very productive.

Currently the argument seems to be involved with the question whether private colleges or public institutions or both should raise their tuition charges. There is a good deal to be said on both sides of this question, and no reason that I can see for supposing that the answer is a single formula applicable to all alike. It seems to me that the variety of practice that now exists is just one aspect of the general diversity of our educational system and is quite unobjectionable, *provided* that financial aid is available in sufficient quantity to ensure that no student is prevented by lack of means from going to the most suitable college. Certainly no light will be shed on this question, or any other, by polemics with such keynotes as "State institutions are socialistic" or "Private colleges are undemocratic."

The Association of American Colleges—an organization of both public and private colleges—has been unwavering in its insistence that internecine quarrels are as dangerous as they are disgraceful. If the pursuit of excellence is to be the supreme goal, not only of our educational system but of our national life, there is a job for all of us to do—and no reason whatever for us to squabble over our respective shares in it. If the job is to be well done, says the committee that drew up "The New College Plan" for Massachusetts, "we shall have to bring to bear both great resources and great imagination." The "great resources" surely represent a larger proportion of the national wealth than is presently devoted to higher education. I have no doubt that the American people will be willing to make the necessary investment if only we educators will set the example of "great imagination." But all of us—teachers, administrators and trustees—will have to do better than we have done up to the present.

Fortunately, behind the anxious questionings and petty bickerings, which attract the most publicity, there are signs of truly imaginative efforts to find solutions of our intricate problems.

Some of you may have thought that I went too far last year in my closing plea for the widest possible measure of cooperation, but subsequent events have given me no cause to regret it. The past year has been notable, not only for the growth of the cooperative spirit in the educational family but also for the emergence of concrete plans for cooperative attacks on problems that can hardly be solved by individual institutions acting alone.

I have already mentioned the New College Plan sponsored by four of our member colleges: Amherst, Mount Holyoke, Smith and the Univer-

sity of Massachusetts. This proposal, which I heartily commend to your study, represents the combined wisdom of four quite different institutions on the central problems of undergraduate education and academic organization, and offers bold solutions which will draw upon the joint resources of those four colleges for the benefit of a fifth, independent of all of them.

A different but no less promising enterprise is the establishment by ten other member colleges, as announced two days ago, of Associated Colleges of the Midwest. Under this plan, with a five-year grant from the Ford Foundation, Beloit, Carleton, Coe, Cornell, Grinnell, Knox, Lawrence, Monmouth, Ripon and St. Olaf, while maintaining their full independence, will conduct joint studies and experiment with joint services. The venture has been described by Clarence Faust as "perhaps the most comprehensive and concerted effort ever undertaken by any group of this size to make a joint attack upon their common economic and educational problems."

These two are by no means the first experiments in inter-institutional cooperation at the undergraduate level, but they are splendid examples of a new and vigorous response by the liberal arts college to the challenge of our times.

Concurrently, the directors and staff of your Association have striven to extend our collaboration with other organizations in matters of common interest and to reduce areas of disagreement. It has been particularly gratifying to us that, under the leadership of Secretary Flemming and Commissioner Derthick, strenuous efforts have been made by the United States Office of Education to establish closer working relations with the voluntary organizations representative of higher education. Believing it to be your wish, we have responded in kind and shall continue to do so. The declared aim of the Secretary to seek general agreement on national goals for education corresponds with one of the central policies of this Association.

It was not by inadvertence that in my report of three years ago I said: "the way of progress is the way of cooperation, never the way of division." An unwelcome but impressive lesson in the power of cooperative effort has come to us in the recent news from Communist China. We cannot meet the threat of monolithic collectivism with an equally extreme individualism. If we are to survive the cold war—and be worthy of survival—the Western World must learn to combine its historic insistence on the dignity and worth of the individual with a willingness, sur-

passing that of our adversaries, to make sacrifices for the common welfare of humanity. For, as the Rockefeller report reminds us, we live in "a world which has always been shaped and always will be shaped by societies which have placed at the service of their most cherished values a firmness of purpose, discipline, energy and devotion."

As we think of the future we may profitably remember the words of one of our member presidents, Dr. Laurence Gould, who said recently:

I do not believe the greatest threat to our future is from bombs or guided missiles. I don't think our civilization will die that way. I think it will die when we no longer care—when the spiritual forces that make us wish to be right and noble die in the hearts of men. Arnold Toynbee has pointed out that 19 of 21 notable civilizations have died from within and not by conquest from without. There were no bands playing and no flags waving when these civilizations decayed; it happened slowly, in the quiet and the dark when no one was aware. . . .

If America is to grow great, we must stop gagging at the word "spiritual." Our task is to re-discover and re-assert our faith in the spiritual, non-utilitarian values on which American life has really rested from its beginning.

Minutes of the 45th Annual Meeting

ASSOCIATION OF AMERICAN COLLEGES

6-8 January 1959

Hotel Muchlebach, Kansas City, Missouri

Theme: The Pursuit of Excellence

Opening Session: Annual Dinner of the Association

The forty-fifth Annual Meeting of the Association of American Colleges opened with the Annual Dinner of the Association at 7:30 p.m., Tuesday, 6 January 1959. The President of the Association, President William W. Whitehouse of Albion College, took the chair and the invocation was offered by President W. J. Scarborough of Baker University. Some 500 persons attended the dinner and a total of 660 registered for the Annual Meeting.

Mr. Charles C. Shafer, Jr., member of the City Council of Kansas City, gave an address of welcome.

Mr. Paul W. Kearney, Assistant Executive Director, United States Steel Foundation, spoke on the purpose and scope of his Foundation's newly inaugurated Alumni Giving Incentive Awards, after which President Whitehouse made presentations to the 1958 Award winners.

A choral recital was given by the Baker University Centennial Choir under the direction of William C. Rice.

The principal speaker was Chancellor Franklin D. Murphy of the University of Kansas, who gave an address entitled *Some Observations on Soviet Higher Education*.

Second General Session

President Whitehouse called the second general session to order at 9:00 a.m., Wednesday, 7 January. The invocation was offered by President Maurice E. Van Ackeren of Rockhurst College.

President Whitehouse reported the appointment of the following committeers:

Committee on Nominations:

President J. Ollie Edmunds, Stetson University, *Chairman*

President Arthur G. Coons, Occidental College

Mother Eleanor M. O'Byrne, President, Manhattanville College of the Sacred Heart

Chancellor William P. Tolley, Syracuse University

Committee on Resolutions:

President D. W. Bittinger, McPherson College, *Chairman*

President Hurst R. Anderson, American University

President Howard R. Bowen, Grinnell College

Sister Mary Humiliata, President, Immaculate Heart College

President Andrew C. Smith, Spring Hill College

President R. Franklin Thompson, College of Puget Sound

President G. D. Humphrey of the University of Wyoming, Vice President of the Association, presented the report of the Board of Directors on the activities of the Association during the past year and the Board's recommendations for future action. On motion the report was received and the Board's recommendations adopted.

President George M. Modlin of the University of Richmond, Treasurer of the Association, presented his report embodying the auditor's statement on the management of the Association's funds during the year. On motion the report was approved.

Executive Director Theodore A. Distler presented his report on the work of the central office and his analysis of some of the problems confronting higher education in the years ahead. On motion the report was received.

Sectional Meetings

At 10:30 a.m. the meeting divided into three sectional meetings.

Section 1, under the chairmanship of President Samuel B. Gould of Antioch College, Chairman of the Commission on Academic Freedom and Tenure, considered *A Professional Code Worthy of the Academic Profession*. Discussion was led by a panel composed of:

President Louis T. Benezet, Colorado College

William P. Fidler, General Secretary, American Association of University Professors

President Eric A. Walker, The Pennsylvania State University

Section 3, under the chairmanship of President George H. Armacost of the University of Redlands (substituting for President Frederick de W. Bolman, Jr., of Franklin and Marshall College, Chairman of the Committee on Junior and Senior Colleges, who was unable to be present) discussed *Cooperation Between the Two-Year and the Four-Year College in Broadening Educational Opportunity* under the leadership of a panel composed of:

W. D. Albright, American Association of Collegiate Registrars and Admissions Officers

President H. Ellis Finger, Jr., Millsaps College

Dean Peter Masiko, Jr., Chicago City Junior College

Section 5, under the chairmanship of President J. Conrad Seegers of Muhlenberg College, Chairman of the Commission on Teacher Education, and President Byron K. Trippet of Wabash College, Chairman of the Commission on Liberal Education, considered *Programs for the Preparation of First-Class Teachers*. The panel was composed of:

Dean Leonard Beach, Graduate School, Vanderbilt University

Paul Woodring, Consultant, Fund for the Advancement of Education

Third General Session

The Wednesday afternoon session opened at 2:00 p.m. under the chairmanship of President James W. Laurie of Trinity University, Chairman of the Commission on Christian Higher Education. The invocation was offered by President Peyton N. Rhodes of Southwestern at Memphis. Professor Julian N. Hartt of the Divinity School, Yale University, gave an address on *Excellence and Godliness as Intellectual Achievements: A Protestant View* and Professor Gustave Weigel of Woodstock College spoke on *The College and the Dimensions of Reality*.

Sectional Meetings

A second series of sectional meetings began at 4:00 p.m.

Section 2, under the chairmanship of President Harold P. Rodes of Bradley University, Chairman of the Commission on Public Information, considered *The Annual Report as an Index of Institutional Excellence*. Panelists were:

Chancellor Chester M. Alter, University of Denver

President Howard R. Bowen, Grinnell College

Section 4, presided over by President Wallace M. Alston of Agnes Scott College, had as its subject *Women and the Pursuit of Excellence*. Informal talks were given by President William C. Fels of Bennington College on *The Woman's College in the Pursuit of Excellence*, Dean Nancy D. Lewis of Pembroke College on *The Woman as Educator in Colleges and Universities*, and President Millicent C. McIntosh of Barnard College on *The Woman as Educator in Home and Community*.

Section 6, under the chairmanship of President J. Conrad Seegers of Muhlenberg College, Chairman of the Commission on Teacher Education, and President Byron K. Trippet of Wabash College, Chairman of the Commission on Liberal Education, heard Sidney G. Tickton, Manager, Technical Services, The Seventh Company, who presented the ideas of Beardsley Ruml, former Chairman of the Board, R. H. Macy & Company, on *Financial and Structural Problems of the Liberal Arts College*.

Informal General Session

At 8:30 p.m. the Association met in informal general session under the chairmanship of President Whitehouse to hear an address given by George Boas, Emeritus Professor of Philosophy at the Johns Hopkins University, on *The Measure of Excellence*.

Fourth General Session

The final session of the Annual Meeting was called to order by Vice President Humphrey shortly after 9:00 a.m., Thursday, 8 January. The invocation was offered by President Walter Pope Binns of William Jewell College.

The reports of the standing commissions of the Association were presented as follows:

Arts, in the absence of Chairman Daniel Z. Gibson, by President Robert P. Ludlum of Blackburn College

Christian Higher Education by Chairman James W. Laurie, President of Trinity University

Colleges and Industry by Chairman Carter Davidson, President of Union College, New York

Faculty and Staff Benefits by Chairman Mark H. Ingraham, Dean of the College of Letters and Science of the University of Wisconsin

International Understanding, in the absence of Chairman Francis S. Hutchins, by President Clemens M. Granskou of St. Olaf College

Academic Freedom and Tenure by Chairman Samuel B. Gould, President of Antioch College

Legislation by Chairman Hurst R. Anderson, President of American University

Liberal Education, in the absence of Chairman Byron K. Trippet, by President Robert W. McEwen of Hamilton College

Professional and Graduate Study, in the absence of Chairman O. P. Kretzmann, by Theodore A. Distler, Executive Director of the Association

Public Information by Chairman Harold P. Rodes, President of Bradley University

Teacher Education by Chairman J. Conrad Seegers, President of Muhlenberg College

There was considerable discussion on that part of the report of the Commission on Academic Freedom and Tenure dealing with the so-called "disclaimer affidavit" contained in Title X of the National Defense Education Act of 1958. Eventually the report was adopted along with a motion calling for a poll of the entire membership of the Association, to be conducted by mail before 1 February 1959, to determine the sentiments of the members on both the disclaimer affidavit and the so-called "loyalty oath" contained in the same section of the Act, the results to be transmitted to the Commission on Legislation for appropriate action.

The reports of the other commissions were received and adopted without discussion.

President Arthur G. Coons of Occidental College, substituting for President J. Ollie Edmunds of Stetson University, Chairman of the Committee on Nominations, presented the report of that committee, which was unanimously adopted. The names of the officers of the Association and the members of standing commissions thus elected are printed in the March issue of LIBERAL EDUCATION.

President D. W. Bittinger of McPherson College, Chairman of the Committee on Resolutions, offered the following resolutions on behalf of the committee:

Be it resolved that the members of the Association of American Colleges express their grateful appreciation to the President of the Association, William W. Whitehouse, for his able leadership, to the Board of Directors and to our genial Executive Director, Theodore A. Distler, and to the entire staff for their helpful guidance and leadership during another significant year. Special appreciation is expressed to Mrs. Bertha Tuma, who has faithfully served the Association for close on thirty years.

Be it further resolved that we commend the chairmen and members of

'the commissions for their careful analysis of the problems facing American education today and for the helpful suggestions which have come from their meetings and studies.

Be it resolved that we express our gratitude to the City Council of Kansas City and to colleges within the area for the many courtesies and services they have rendered to the Association for this meeting, to Mrs. Richard M. Drake for special kindnesses shown to the wives of the presidents and to all program participants for services well rendered.

Be it resolved that we express deep gratitude to the foundations which have so generously provided for the purchase, reconditioning and furnishing of the new headquarters building in Washington. Association members who will be served by the Association headquarters throughout the future will forever be in the debt of these foundations for their benefactions. These foundations are:

Mary Reynolds Babcock Foundation
The Danforth Foundation
The Ford Foundation
General Education Board
The Grant Foundation
The Kresge Foundation
Lilly Endowment
Alfred P. Sloan Foundation

Be it resolved that the Association express deep appreciation to those foundations and public spirited persons who help to underwrite its widespread work year by year. Meriting special mention during the past year have been the Charles E. Culpeper Foundation, the Danforth Foundation, Mr. Cyrus S. Eaton, the Ford Foundation, the Fund for the Advancement of Education, the General Electric Educational and Charitable Fund, the Lilly Endowment, the Old Dominion Foundation, the Shell Companies Foundation, the Alfred P. Sloan Foundation, the United States Steel Foundation and the Woodrow Wilson National Fellowship Foundation.

Be it resolved that we again express genuine appreciation for the continuing aid given to higher education during this past year by business and industry and for the anticipation of its continuance and extension.

Be it resolved that we commend the various constituencies of our colleges which have entered realistically into programs of support for higher education, that we urge them to continue and to expand such undertakings and that we also urge college constituencies which have not yet taken significant steps in aiding their colleges to give consideration to such action at once.

Be it resolved that the Association urge the administrations and faculties of its member colleges to develop programs to encourage the recruitment of

qualified students for college teaching and that they demonstrate to the students the potentialities of careers in the college field.

Be it resolved that we commend the Retired Professors Registry, and the Executive Secretary, Louis D. Corson, for the excellent work that has been done in making available to colleges the names, interests and qualifications of professors who are available for educational service beyond retirement, and that we encourage our member colleges to examine the possibilities of fuller utilization of these professors and of their services.

Be it resolved that the Association of American Colleges, convinced that understanding among the nations is best fostered by person-to-person exchange, which makes possible the free flow of knowledge and of ideas, reaffirm its encouragement of international educational exchange programs for teachers, administrators and students. The Association urges that government appropriations for this purpose be made as recommended by the United States Advisory Commission on Educational Exchange.

Be it resolved that the Association of American Colleges express its appreciation to the Secretary of Health, Education and Welfare, Arthur S. Flemming, and to the Commissioner of Education, Lawrence G. Derthick, for imaginative planning designed to assist in the creation of a national policy for higher education. The Association has been pleased to counsel with the officials of the department; it assumes that the most effective planning for higher education will continue to be achieved through such cooperative action. The Association will continue to work with the department through its Board of Directors and its staff who will serve as the official liaison group between the Association and the department.

Be it resolved that the Association, which has repeatedly supported the federal student housing program, now urge upon the Congress the immediate need for adequate appropriations for the further implementation of the program within the prevailing interest formula as provided in the existing law.

Be it further resolved that the Association urge the Congress to extend the loan program to cover the erection of other kinds of educational facilities.

Be it resolved that the Association record again its support of a federal bill providing for an income tax credit for personal expenditures for higher education.

Be it resolved that the Association propose an amendment to the National Defense Education Act which will provide that the benefits accruing to teachers under any of the provisions of the Act be made applicable to all teachers in public or private schools and at all levels of educational activity.

The Association of American Colleges has been disturbed by increasingly frequent controversy between public and private colleges. The Association

deplores this controversy, believing it to be contrary to the advancement of higher education in the United States.

This Association is devoted by its Constitution to "the promotion of higher education in all its forms in the colleges of liberal arts and sciences." Among its members are four-year colleges of all types, both public and private.

The Association believes there need be no conflict of interests among the various categories of colleges and universities. Diversity of control, of method and of aim is traditional in our American system. This diversity has been and will continue to be a source of strength. Friendly rivalry among individual institutions for public esteem on the ground of their several excellences is healthy, but competition that involves attacks by institutions of one type upon those of another will benefit no one. Honest debate on important issues is both inevitable and useful. It is part of the process by which educators can learn and by which individually and collectively they can achieve educational advancement.

Therefore be it resolved that we record our belief that it is the duty of all educators to subordinate individual interests to the larger interests of our country and of humanity and to recognize the generous contributions of all sectors of our system of higher education. Only by accepting this duty will we be worthy of the great trust that our people and nation have placed in us and in our colleges and universities.

Be it resolved that we seek always to keep clearly before us the end product of our liberal educational undertaking: the development of a free, socially responsible, judicious, religiously concerned individual, and that we continue steadfastly and persistently in the theme set forth by this conference, "The Pursuit of Excellence."

After some discussion, it was voted to refer the following resolution, cited above, to the Board of Directors for further consideration:

Be it resolved that the Association propose an amendment to the National Defense Education Act which will provide that the benefits accruing to teachers under any of the provisions of the Act be made applicable to all teachers in public or private schools and at all levels of educational activity.

The Board subsequently resolved to poll the entire membership of the Association on this matter, the poll to be conducted by mail and the results to be transmitted to the Commission on Legislation for appropriate action.

All the other resolutions were adopted without discussion.

The Annual Meeting adjourned at 12 noon.

The commissions of the Association held their regular meetings on

5 January or at other times between Sunday the 4th and Thursday the 8th. Church boards of higher education and other allied bodies met during the same period. The American Conference of Academic Deans held its 15th annual meeting on Tuesday the 6th, and the Council for the Advancement of Small Colleges its third national meeting on the 5th and 6th.

The wives of member presidents held their customary meeting in the morning of 7 January, under the chairmanship of Mrs. William W. Whitehouse. Through the courtesy of the University of Kansas City, the ladies were taken on a tour of the Truman Library in Independence, of the Hallmark Company in Kansas City, where they were served luncheon as guests of the company, and of the Nelson Art Gallery. In the morning of Thursday the 8th, the ladies took part in a discussion on the subject *Problem for a President's Wife: A Case Study*. The discussion, led by Professor Robert W. Merry of the Harvard School of Business Administration, was modeled on those held at presidents' sessions of the Institute for College and University Administrators.

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BY DECISION OF THE BOARD OF DIRECTORS, THE NEXT ANNUAL MEETING WILL BE HELD IN BOSTON, MASSACHUSETTS, 12-14 JANUARY, 1960.

Meeting of Presidents' Wives

ALICE DISTLER

The fifty or more presidents' wives who braved the elements to attend the annual meeting at Kansas City were amply repaid for the effort. Thanks to Mrs. Richard M. Drake, wife of the Chancellor of the University of Kansas City, the ladies had an opportunity to get together informally and at the same time to see some of the interesting spots in Kansas City.

Coffee was served at 9:45 a.m. on Wednesday, 7 January in the Tower Room of the Aladdin Hotel prior to a bus ride to the Truman Library in Independence, Missouri. Dr. Brooks, head of the library staff, greeted the ladies and gave a résumé of the founding of the library, its contents and its uses up to the present and also a brief plan for its future expansion.

The building is a beautiful modern structure, housing books, documents, cartoons and other memorabilia collected during the Truman administration. One showcase containing gifts from eastern potentates was especially fascinating. There were several swords, the scabbards and hilts of which were set with fabulous diamonds, emeralds, rubies and pearls.

The next stop was the Hallmark plant. Mr. Hall and several other executives greeted the ladies and, after a short briefing about the company and its various operations, luncheon was served in the cafeteria. After this we divided into small groups and were escorted around the different departments. On the main floor where many operations take place we were happy to ride in a small electric train. Our tour ended in the gift shop where the ladies made numerous purchases. Our escorts, Messrs. Fries and Lash from the University of Kansas City, had some difficulty getting the party to leave the gift shop to board the bus en route to the Nelson Art Gallery.

Unfortunately we were a bit behind schedule and we could not adequately appreciate the art treasures and partake of the lovely tea which was served. However, we returned to our husbands perhaps rather tired but very happy.

Bright and early on Thursday morning some 35 ladies gathered in the Pioneer Room of the Phillips Hotel. Mrs. William W. Whitehouse called the annual meeting to order. After the reading and approval of the minutes of the 1958 meeting, Mrs. Theodore A. Distler introduced Professor Robert W. Merry and Dean Vernon R. Alden of the Harvard Graduate School of Business Administration.

Two case studies were presented. It took no time at all for the ladies to get into the spirit of the session and the discussions never lagged. It was a refresher for some who had attended an institute and an interesting experience for those who had not had that opportunity. During a break between cases coffee, provided by the leaders, was gratefully enjoyed.

Mrs. Whitehouse expressed appreciation to the leaders for an interesting session.

The ladies were saddened by the news of the death of Mrs. J. Ollie Edmunds, who had been our gracious hostess at Miami Beach in 1958. It was decided to send a telegram of condolence to Dr. Edmunds.

The meeting then adjourned.

Representation of the Association in 1958

The following persons acted as official representatives of the Association on the occasions indicated:

- March 11. President Clyde A. Milner, Guilford College. Inauguration of President James E. Danieleley, Elon College.
- March 12. Dr. Fred Stocking, Park College. Conference on the Articulation of the Teaching of English in the High Schools and Colleges of the Kansas City Area.
- March 19. President J. Ollie Edmunds, Stetson University. Inauguration of President Richard A. McLemore, Mississippi College.
- March 25. Dr. H. E. Tilberg, Dean Emeritus, Gettysburg College. Centennial Spring Convocation of Susquehanna University.
- March 31-April 3. Vice Chancellor E. H. Hopkins, Washington University. Convention of the American Personnel and Guidance Association.
- April 9. President Henry K. Stanford, Birmingham-Southern College. Inauguration of President Frank A. Rose, University of Alabama.
- April 11-12. President Norman E. McClure, Ursinus College and President Frederic K. Miller, Lebanon Valley College. 62nd Annual Meeting of the American Academy of Political and Social Science, Philadelphia.
- April 15. President Philip G. Davidson, University of Louisville. Inauguration of President Irvin E. Lunger, Transylvania College.
- April 16. President Edward B. Bunn, Georgetown University. Inauguration of President William J. McDonald, Catholic University of America.
- April 18. President Carl M. Reinert, Creighton University. Inauguration of President Vance D. Rogers, Nebraska Wesleyan University.
- April 19. President David M. Delo, Wagner College. Inauguration of President Ernst Weber, Polytechnic Institute of Brooklyn.
- April 26. Provost August Eberle, University of Chattanooga. Inauguration of President Stephen J. Wright, Fisk University.
- April 28-30. President Herrick B. Young, Western College for Women. Tenth Annual Conference on International Educational Exchange of the National Association of Foreign Student Advisers.

- May 7. President W. Terry Wickham, Heidelberg College. Inauguration of President Robert C. Stanger, Elmhurst College.
- May 9. President Robert E. Burns, College of the Pacific. Dedication of new campus, Fresno State College.
- May 12. President Val H. Wilson, Skidmore College. Inauguration of President William C. Fels, Bennington College.
- May 23. President Hurst R. Anderson, American University. Spring Conference on Foreign Affairs of the Department of State.
- June 24-28. Sister M. Aurelia, Rosary College, and President Harold L. Yochum, Capital University. Meeting of National Commission on Teacher Education and Professional Standards.
- August 3-6. President Harold W. Richardson, Franklin College. Annual Conference of College and University Personnel Association.
- August 20-29. Sister M. Angelita, College of St. Mary of the Springs. Annual National Student Congress of the United States National Student Association.
- September 16-19. Dr. Catheryn Seckler-Hudson, American University. National Conference on Citizenship.
- September 27. President Louis J. Long, Wells College. 50th anniversary of the founding of William Smith College.
- September 30. President Quentin L. Schaut, St. Vincent College. Dedication of Reeves Library and Havey Hall, Seton Hill College.
- October 4. President Howard F. Lowry, College of Wooster. Inauguration of President F. Edward Lund, Kenyon College.
- October 4. President Val H. Wilson, Skidmore College. Inauguration of President Richard G. Folsom, Rensselaer Polytechnic Institute.
- October 7. President Paul D. Eddy, Adelphi College. Inauguration of President Robert F. Oxnam, Pratt Institute.
- October 8. President D. W. Bittinger, McPherson College. Inauguration of President L. Dale Lund, Bethany College, Kansas.
- October 10. President G. T. Vander Lugt, Central College, Iowa. Inauguration of President Sheppard A. Watson, William Penn College.
- October 11. President I. Lynd Esch, Indiana Central College. Inauguration of President Robert H. Reardon, Anderson College.
- October 13-15. Dr. Norman E. McClure, Ursinus College. Annual meeting of Association of American Medical Colleges.
- October 14. President Henry K. Stanford, Birmingham-Southern College. Inauguration of President Howard M. Phillips, Alabama College.
- October 18. Dr. Guy E. Snavelly. Inauguration of President K. Roald Bergethon, Lafayette College.
- October 19. President Buell G. Gallagher, City College of the City of New York. Inauguration of President Richard H. Heindel, Wagner College.

- October 22. President Carroll V. Newsom, New York University. Inauguration of President Harold W. Stoke, Queens College.
- October 23. President Arthur G. Coons, Occidental College. Inauguration of President Norman H. Topping, University of Southern California.
- October 24. President James S. Coles, Bowdoin College. Inauguration of President Lloyd H. Elliott, University of Maine.
- November 6-7. Dean John A. Fitterer, Seattle University. Inauguration of President Charles E. Odegaard, University of Washington.
- November 8. President W. W. Whitehouse, Albion College. 75th anniversary of the University of North Dakota.
- November 18. Dr. Joe B. Rushing, Administrative Vice President, Howard Payne College. Inauguration of President Gordon R. Bennett, McMurry College.
- November 21. President Arthur G. Coons, Occidental College. Inauguration of President M. Norvel Young, Pepperdine College.
- December 3. President Paul D. Eddy, Adelphi College, and President Evald B. Lawson, Upsala College. Meeting of Committee on Gift Annuities, New York City.
- December 10-12. President Herrick B. Young, Western College for Women. Meeting of Council on Evaluation of Foreign Student Credentials, Washington, D. C.

New College Presidents

Duchesne College, Omaha, Nebraska	Mother Dorothy Clark
Hanover College, Hanover, Indiana	John E. Horner
Keuka College, Keuka Park, New York	William S. Litterick
Mills College, Oakland, California	Charles Easton Rothwell
Montana State University, Missoula, Montana	Harry K. Newburn
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Albion College, Albion . . .	William W. Whitehouse
Alma College, Alma . . .	Robert D. Swanson
Aquinas College, Grand Rapids . . .	Arthur F. Bukowski
Calvin College, Grand Rapids . . .	William Spoelhof
Emmanuel Missionary College, Berrien Springs .	F. O. Rittenhouse
Hillsdale College, Hillsdale . . .	J. Donald Phillips
Hope College, Holland . . .	Irwin J. Lubbers
Kalamazoo College, Kalamazoo . . .	Weimer K. Hicks
Marygrove College, Detroit . . .	Sister M. Honora
Mercy College, Detroit . . .	Sister Mary Lucille
Michigan State University of Agriculture & Applied Science, East Lansing . . .	John A. Hannah
Nazareth College, Nazareth . . .	Sister Marie Kathleen
Olivet College, Olivet . . .	Gorton Riethmiller
Siena Heights College, Adrian . . .	Sister Benedicta Marie
University of Detroit, Detroit . . .	Celestin J. Steiner
University of Michigan, Ann Arbor . . .	Harlan H. Hatcher
Wayne State University, Detroit . . .	Clarence B. Hilberry
Western Michigan University, Kalamazoo . . .	Paul V. Sangren

Minnesota

Augsburg College, Minneapolis . . .	Bernhard Christensen
Carleton College, Northfield . . .	Laurence M. Gould

College of St. Benedict, St. Joseph	Sister M. Remberta
College of St. Catherine, St. Paul	Sister Mary William
College of St. Scholastica, Duluth	Mother M. Martina
College of Saint Teresa, Winona	Sister M. Camille
College of St. Thomas, St. Paul	James P. Shannon
Concordia College, Moorhead	Joseph L. Knutson
Gustavus Adolphus College, St. Peter	Edgar M. Carlson
Hamline University, St. Paul	Paul H. Giddens
Macalester College, St. Paul	Harvey M. Rice
Saint John's University, Collegeville	Arno Gustin
Saint Mary's College, Winona	Brother I. Basil
Saint Olaf College, Northfield	Clemens M. Granskou
University of Minnesota, Minneapolis	J. L. Morrill

Mississippi

Belhaven College, Jackson	R. McFerran Crowe
Blue Mountain College, Blue Mountain	Lawrence T. Lowrey
Delta State College, Cleveland	J. M. Ewing
Jackson State College, Jackson	Jacob L. Reddix
Millsaps College, Jackson	H. Ellis Finger, Jr.
Mississippi College, Clinton	R. A. McLemore
Mississippi Southern College, Hattiesburg	W. D. McCain
Mississippi State University of Agriculture & Applied Science, State College	Ben F. Hilburn
Mississippi State College for Women, Columbus	Charles P. Hogarth
Tougaloo Southern Christian College, Tougaloo	Samuel C. Kincheloe
University of Mississippi, University	John Davis Williams

Missouri

Central College, Fayette	Ralph L. Woodward
College of St. Teresa, Kansas City	Sister M. Alfred Noble
Culver-Stockton College, Canton	Fred Helsabeck
Drury College, Springfield	James Franklin Findlay
Fontbonne College, St. Louis	Sister Mary Marguerite Sheeley
Lindenwood College, St. Charles	Franc L. McCluer
Maryville College of the Sacred Heart, St. Louis	Mother M. Erskine
Missouri Valley College, Marshall	M. Earle Collins
Park College, Parkville	Marion Stooker, <i>Acting</i>
Rockhurst College, Kansas City	Maurice E. Van Ackeren
Saint Louis University, St. Louis	Paul C. Reinert
Tarkio College, Tarkio	Clyde H. Canfield
University of Kansas City, Kansas City	Richard M. Drake
University of Missouri, Columbia	Elmer Ellis
Washington University, St. Louis	Ethan A. H. Shepley
Webster College, Webster Groves	Sister M. Francetta
Westminster College, Fulton	Robert L. D. Davidson
William Jewell College, Liberty	Walter Pope Binns

Montana

Carroll College, Helena	Raymond G. Hunthausen
College of Great Falls, Great Falls	J. J. Donovan
Rocky Mountain College, Billings	Philip M. Widenhouse

Nebraska

College of Saint Mary, Omaha	Sister M. Alice
Creighton University, Omaha	Carl M. Reinert
Doane College, Crete	Donald M. Typer
Duchesne College, Omaha	Mother Dorothy Clark
Hastings College, Hastings	Thereon B. Maxson
Midland College, Fremont	Paul W. Dieckman
Municipal University of Omaha, Omaha	P. Milo Bail
Nebraska Wesleyan University, Lincoln	Vance D. Rogers
Union College, Lincoln	David J. Bieber

Nevada

University of Nevada, Reno	Charles J. Armstrong
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New Hampshire

Dartmouth College Hanover	John S. Dickey
Mount Saint Mary College, Hooksett	Sister M. Mauritia
Rivier College, Nashua	Sister Clarice de St. Marie
Saint Anselm's College, Manchester	Gerald F. McCarthy
University of New Hampshire, Durham	Eldon L. Johnson

New Jersey

Caldwell College for Women, Caldwell	Sister M. Marguerite
College of St. Elizabeth, Convent Station	Sister Hildegarde Marie
Douglass College (founded as New Jersey College for Women), Rutgers University, New Brunswick	Mary I. Bunting, <i>Dean</i>
Drew University, Madison	Fred G. Holloway
Fairleigh Dickinson University, Rutherford	Peter Sammartino
Georgian Court College, Lakewood	Mother Marie Anna
Newark College of Engineering, Newark	Robert W. Van Houten
Princeton University, Princeton	Robert F. Goheen
Rider College, Trenton	Franklin F. Moore
Rutgers, The State University of N.J., New Brunswick	Mason W. Gross
Saint Peter's College, Jersey City	James J. Shanahan
Seton Hall University, South Orange	John L. McNulty
Stevens Institute of Technology, Hoboken	Jess H. Davis
Upsala College, East Orange	Evald B. Lawson

New Mexico

University of New Mexico, Albuquerque	Thomas L. Popejoy
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New York

Adelphi College, Garden City	Paul D. Eddy
Alfred University, Alfred	M. Ellis Drake
Bard College, Annandale-on-Hudson	James H. Case, Jr.
Barnard College, Columbia University, New York	Millicent Carey McIntosh
Bellarmino College, Plattsburg	William Gleason
Brooklyn College, Brooklyn	Harry David Gideonse
Canisius College, Buffalo	Philip E. Dobson
City College of the City of New York, New York	Buell G. Gallagher
Clarkson College of Technology, Potsdam	William G. Van Note
Colgate University, Hamilton	Everett Needham Case
College of Mount Saint Vincent, New York	Sister Catharine Marie
College of New Rochelle, New Rochelle	Mother Mary Peter Carthy
College of Saint Rose, Albany	Sister Catherine Francis
Columbia University, New York	Grayson L. Kirk
Cornell University, Ithaca	Deane W. Malott
D'Youville College, Buffalo	Sister Regina Marie
Elmira College, Elmira	J. Ralph Murray
Finch College, New York	Roland R. DeMarco
Fordham University, New York	Laurence J. McGinley
Good Counsel College, White Plains	Mother Mary Dolores
Hamilton College, Clinton	Robert W. McEwen
Hartwick College, Oneonta	M. A. F. Ritchie
Hobart and William Smith Colleges, Geneva	Louis M. Hirshson
Hofstra College, Hempstead	John C. Adams
Houghton College, Houghton	Stephen W. Paine
Hunter College of the City of New York, New York	George N. Shuster
Iona College, New Rochelle	William H. Barnes
Ithaca College, Ithaca	Howard I. Dillingham
Keuka College, Keuka Park	Earl Bloomquist, Jr., <i>Acting</i>
Le Moyne College, Syracuse	Robert F. Grewen
Manhattan College, New York	Brother Augustine Philip
Manhattanville College of the Sacred Heart, Purchase	Mother Eleanor M. O'Byrne
Marymount College, Tarrytown	Mother M. du Sacré Coeur
Nazareth College, Rochester	Mother M. Helene
New York University, New York	Carroll V. Newsom
Niagara University, Niagara Falls	Vincent T. Swords
Notre Dame College of Staten Island, Grymes Hill	Mother Saint Egbert
Pace College, New York	Robert S. Pace
Polytechnic Institute of Brooklyn, Brooklyn	Ernst Weber
Pratt Institute, Brooklyn	Robert F. Oxnam
Queens College of the City of New York, Flushing	Harold W. Stoke
Rosary Hill College, Buffalo	Sister M. Angela
Russell Sage College, Troy	Lewis A. Froman
St. Bonaventure University, St. Bonaventure	Brian Lhota
St. Francis College, Brooklyn	Brother Urban
St. John's University, Jamaica	John A. Flynn
Saint Joseph's College for Women, Brooklyn	Sister Vincent Therese

St. Lawrence University, Canton	Eugene G. Bewkes
Sarah Lawrence College, Bronxville	Harold Taylor
School of General Studies, Columbia University, New York	Clifford L. Lord
Siena College, Loudonville	Edmund Christy
Skidmore College, Saratoga Springs	Val H. Wilson
State University of New York, Albany	
Syracuse University, Syracuse	William P. Tolley
Union College, Schenectady	Carter Davidson
United States Military Academy, West Point	Garrison H. Davidson
University of Buffalo, Buffalo	Clifford C. Furnas
University of Rochester, Rochester	C. W. de Kiewiet
Vassar College, Poughkeepsie	Sarah G. Blanding
Wagner College, Staten Island	Richard H. Heindel
Wells College, Aurora	Louis J. Long
Yeshiva University, New York	Samuel Belkin

North Carolina

Agricultural and Technical College, Greensboro	Warmouth T. Gibbs
Atlantic Christian College, Wilson	Arthur D. Wenger
Belmont Abbey College, Belmont	Cuthbert E. Allen
Bennett College, Greensboro	Willa B. Player
Catawba College, Salisbury	A. R. Keppel
Davidson College, Davidson	D. Grier Martin
Duke University, Durham	A. Hollis Edens
East Carolina College, Greenville	John D. Messick
Elon College, Elon College	J. E. Danieleley
Flora Macdonald College, Red Springs	Marshall Scott Woodson
Greensboro College, Greensboro	Harold H. Hutson
Guilford College, Guilford	Clyde A. Milner
High Point College, High Point	Dennis H. Cooke
Johnson C. Smith University, Charlotte	Rufus P. Perry
Lenoir Rhyne College, Hickory	Voigt R. Cromer
Livingstone College, Salisbury	Samuel E. Duncan
Meredith College, Raleigh	Carlyle Campbell
North Carolina College at Durham, Durham	Alfonso Elder
Pembroke State College, Pembroke	Walter J. Gale
Queens College, Charlotte	Edwin R. Walker
Saint Augustine's College, Raleigh	James A. Boyer
Salem College, Winston-Salem	Dale H. Gramley
Shaw University, Raleigh	William R. Strassner
University of North Carolina, Chapel Hill	William C. Friday
Wake Forest College, Winston-Salem	Harold W. Tribble
Woman's College, University of North Carolina, Greensboro	Gordon W. Blackwell

North Dakota

Jamestown College, Jamestown	Edwin H. Rian
University of North Dakota, Grand Forks	George W. Starcher

Ohio

Antioch College, Yellow Springs	Samuel B. Gould
Ashland College, Ashland	Glenn L. Clayton
Baldwin-Wallace College, Berea	A. B. Bonds, Jr.
Bluffton College, Bluffton	Lloyd L. Ramseyer
Bowling Green State University, Bowling Green	Ralph W. McDonald
Capital University, Columbus	Harold L. Yochum
Case Institute of Technology, Cleveland	T. Keith Glennan
Central State College, Wilberforce	Charles H. Wesley
College of Mount St. Joseph, Mount St. Joseph .	Sister Maria Corona, <i>Dean</i>
College of St. Mary of the Springs, Columbus . .	Sister M. Angelita
College of Wooster, Wooster	Howard F. Lowry
Defiance College, Defiance	Kevin C. McCann
Denison University, Granville	A. Blair Knapp
Fenn College, Cleveland	G. Brooks Earnest
Findlay College, Findlay	H. Clifford Fox
Heidelberg College, Tiffin	W. Terry Wickham
Hiram College, Hiram	Paul F. Sharp
John Carroll University, Cleveland	Hugh E. Dunn
Kent State University, Kent	George A. Bowman
Kenyon College, Gambier	F. Edward Lund
Lake Erie College, Painesville	Paul Weaver
Marietta College, Marietta	William Bay Irvine
Mary Manse College, Toledo	Sister John Baptist
Miami University, Oxford	John D. Millert
Mount Union College, Alliance	Carl C. Bracy
Muskingum College, New Concord	Robert N. Montgomery
Notre Dame College, South Euclid	Sister Mary Loyole
Oberlin College, Oberlin	William E. Stevenson
Ohio Northern University, Ada	F. Bringle McIntosh
Ohio State University, Columbus	Novice G. Fawcett
Ohio Wesleyan University, Delaware	George W. Burns, <i>Acting</i>
Otterbein College, Westerville	Lynn W. Turner
Our Lady of Cincinnati College, Cincinnati . .	Sister Mary Grace
University of Akron, Akron	Norman P. Auburn
University of Cincinnati, Cincinnati	Walter C. Langsam
University of Dayton, Dayton	Andrew L. Seebold
University of Toledo, Toledo	William S. Carlson
Ursuline College, Cleveland	Mother Marie
Western College for Women, Oxford	Herrick B. Young
Western Reserve University, Cleveland	John S. Millis
Wilberforce University, Wilberforce	Rembert E. Stokes
Wilmington College, Wilmington	Samuel D. Marble
Wittenberg College, Springfield	Clarence C. Stoughton
Xavier University, Cincinnati	Paul L. O'Connor
Youngstown University, Youngstown	Howard W. Jones

Oklahoma

Bethany-Nazarene College, Bethany	Roy H. Cantrell
Langston University, Langston	G. L. Harrison

Oklahoma Baptist University, Shawnee	John W. Raley
Oklahoma City University, Oklahoma City	Jack S. Wilkes
Oklahoma State University of Agriculture and Applied Science, Stillwater	Oliver S. Willham
Panhandle Agricultural & Mechanical College, Goodwell	Marvin E. McKee
Phillips University, Enid	Eugene S. Briggs
University of Oklahoma, Norman	George L. Cross
University of Tulsa, Tulsa	Ben G. Henneke

Oregon

Cascade College, Portland	Edison Habegger
Lewis and Clark College, Portland	Morgan S. Odell
Linfield College, McMinnville	Harry L. Dillin
Marylhurst College, Marylhurst	Sister Consuela Maria
Mount Angel College, Mount Angel	Mother Mary Gemma
Pacific University, Forest Grove	
Portland State College, Portland	Branford Millar
Reed College, Portland	Richard H. Sullivan
University of Oregon, Eugene	O. Meredith Wilson
University of Portland, Portland	Howard J. Kenna
Willamette University, Salem	G. Herbert Smith

Pennsylvania

Albright College, Reading	Harry V. Masters
Allegheny College, Meadville	Lawrence L. Pelletier
Alliance College, Cambridge Springs	Arthur P. Coleman
Beaver College, Jenkintown	Raymon M. Kistler
Bucknell University, Lewisburg	Merle M. Odgers
Carnegie Institute of Technology, Pittsburgh	J. C. Warner
Cedar Crest College, Allentown	Dale H. Moore
Chatham College, Pittsburgh	Paul R. Anderson
Chestnut Hill College, Philadelphia	Sister Catharine Frances
College Misericordia, Dallas	Sister M. Celestine
Dickinson College, Carlisle	William W. Edel
Drexel Institute of Technology, Philadelphia	James Creese
Duquesne University, Pittsburgh	Vernon F. Gallagher
Eastern Baptist College, St. Davids	Gilbert L. Guffin
Elizabethtown College, Elizabethtown	A. C. Baugher
Franklin and Marshall College, Lancaster	F. de W. Bolman, Jr.
Gannon College, Erie	Wilfrid J. Nash
Geneva College, Beaver Falls	Edwin C. Clarke
Gettysburg College, Gettysburg	Willard S. Paul
Grove City College, Grove City	J. Stanley Harker
Haverford College, Haverford	Hugh Borton
Immaculata College, Immaculata	Sister Mary of Lourdes
Juniata College, Huntingdon	Calvert N. Ellis
King's College, Wilkes-Barre	George P. Benaglia
Lafayette College, Easton	K. Roald Bergethon
LaSalle College, Philadelphia	Brother Daniel Bernian

Lebanon Valley College, Annville	Frederic K. Miller
Lehigh University, Bethlehem	Martin D. Whitaker
Lincoln University, Lincoln University	A. O. Grubb, <i>Acting</i>
Lycoming College, Williamsport	D. Frederick Wertz
Marywood College, Scranton	Sister M. Eugenia
Mercyhurst College, Erie	Mother M. Eustace Taylor
Moravian College, Bethlehem	Raymond S. Hauptert
Mount Mercy College, Pittsburgh	Mother Margaret Mary
Muhlenberg College, Allentown	J. Conrad Seegers
Pennsylvania Military College, Chester	E. E. MacMorland
Pennsylvania State University, University Park	Eric A. Walker
Rosemont College, Rosemont	Mother Mary Aidan
St. Francis College, Loretto	Kevin R. Keelan
Saint Joseph's College, Philadelphia	J. Joseph Bluett
St. Vincent College, Latrobe	Quentin L. Schaut
Seton Hill College, Greensburg	William G. Ryan
Susquehanna University, Selinsgrove	Gustave W. Weber
Swarthmore College, Swarthmore	Courtney C. Smith
Temple University, Philadelphia	Robert L. Johnson
Thiel College, Greenville	Fredric B. Irvin
University of Pennsylvania, Philadelphia	Gaylord P. Harnwell
University of Pittsburgh, Pittsburgh	Edward H. Litchfield
University of Scranton, Scranton	John J. Long
Ursinus College, Collegeville	Donald L. Helfferich
Villa Maria College, Erie	Sister Doloretta
Villanova University, Villanova	James A. Donnellon
Washington and Jefferson College, Washington	Boyd C. Patterson
Waynesburg College, Waynesburg	Paul R. Stewart
Westminster College, New Wilmington	Will W. Orr
Wilkes College, Wilkes-Barre	Eugene S. Farley
Wilson College, Chambersburg	Paul Swain Havens

Puerto Rico

Catholic University of Puerto Rico, Ponce	Thomas A. Stanley
College of the Sacred Heart, Santurce	Mother Rosa Aurora Arsuaga
Inter American University of Puerto Rico, San Germán	Ronald C. Bauer
University of Puerto Rico, Rio Piedras	Jaime Benitez

Rhode Island

Brown University, Providence	Barnaby C. Keeney
Pembroke College, Brown University, Providence	Nancy D. Lewis, <i>Dean</i>
Providence College, Providence	Robert J. Slavin
Rhode Island School of Design, Providence	John R. Frazier
Salve Regina College, Newport	Mother Mary Hilda
University of Rhode Island, Kingston	Francis H. Horn

South Carolina

Allen University, Columbia	Frank R. Veal
Benedict College, Columbia	J. A. Bacoats

Claflin University, Orangeburg	H. V. Manning
Clemson Agricultural College, Clemson	R. C. Edwards, <i>Acting</i>
Coker College, Hartsville	John A. Barry, Jr.
College of Charleston, Charleston	George D. Grice
Columbia College, Columbia	R. Wright Spears
Converse College, Spartanburg	Oliver C. Carmichael, Jr.
Erskine College, Due West	J. Mauldin Lesesne
Furman University, Greenville	John L. Plyler
Lander College, Greenwood	B. M. Grier
Limestone College, Gaffney	Andrew J. Eastwood
Newberry College, Newberry	C. A. Kaufmann
Presbyterian College, Clinton	Marshall W. Brown
South Carolina State College, Orangeburg	B. C. Turner
The Citadel, Charleston	Mark W. Clark
University of South Carolina, Columbia	Robert L. Sumwalt, <i>Acting</i>
Winthrop College, Rock Hill	Henry R. Sims
Wofford College, Spartanburg	Charles F. Marsh

South Dakota

Augustana College, Sioux Falls	Lawrence M. Stavig
Dakota Wesleyan University, Mitchell	Jack J. Early
Huron College, Huron	Daniel E. Kerr
Sioux Falls College, Sioux Falls	Reuben P. Jeschke
Yankton College, Yankton	Adrian Rondileau

Tennessee

Austin Peay State College, Clarksville	Halbert Harvill
Bethel College, McKenzie	Roy N. Baker
Carson-Newman College, Jefferson City	D. Harley Fite
David Lipscomb College, Nashville	Athens Clay Pullias
Fisk University, Nashville	Stephen J. Wright
King College, Bristol	R. T. L. Liston
Knoxville College, Knoxville	James A. Colston
Lambuth College, Jackson	Luther L. Gobbel
Lane College, Jackson	C. A. Kirkendoll
LeMoyné College, Memphis	Hollis F. Price
Lincoln Memorial University, Harrogate	Robert C. Probine
Maryville College, Maryville	Ralph Waldo Lloyd
Memphis State University, Memphis	J. M. Smith
Milligan College, Milligan College	Dean E. Walker
Scarritt College, Nashville	Foye G. Gibson
Siena College, Memphis	Sister Clarita
Southern Missionary College, Collegedale	C. N. Rees
Southwestern at Memphis, Memphis	Peyton N. Rhodes
Tennessee Wesleyan College, Athens	LeRoy A. Martin
Tusculum College, Greeneville	Raymond C. Rankin
Union University, Jackson	Warren F. Jones
University of Chattanooga, Chattanooga	David A. Lockmiller
University of the South, Sewanee	Edward McCrady, Jr.
University of Tennessee, Knoxville	C. E. Brehm
Vanderbilt University, Nashville	B. Harvie Branscomb

Texas

Abilene Christian College, Abilene	Don H. Morris
Austin College, Sherman	John D. Moseley
Baylor University, Waco	W. R. White
Bishop College, Marshall	M. K. Curry, Jr.
East Texas Baptist College, Marshall	H. D. Bruce
Hardin-Simmons University, Abilene	Evan Allard Reiff
Howard Payne College, Brownwood	Guy D. Newman
Huston-Tillotson College, Austin	John J. Seabrook
Incarinate Word College, San Antonio	Sister M. Columkille
Lamar State College of Technology, Beaumont	F. L. McDonald
Mary Hardin-Baylor College, Belton	Arthur K. Tyson
McMurry College, Abilene	Gordon Bennett
Midwestern University, Wichita Falls	Travis A. White
Our Lady of the Lake College, San Antonio	John L. McMahon
Pan American College, Edinburg	R. P. Ward
Rice Institute, Houston	William V. Houston
St. Edward's University, Austin	Brother Raymond Fleck
St. Mary's University, San Antonio	Walter J. Buehler
Southern Methodist University, Dallas	Willis M. Tate
Southwestern University, Georgetown	William C. Finch
Sul Ross State College, Alpine	Bryan Wildenthal
Texas Christian University, Fort Worth	M. E. Sadler
Texas College, Tyler	D. R. Glass
Texas College of Arts and Industries, Kingsville	Ernest H. Poteet
Texas Lutheran College, Seguin	Edward A. Sagebiel
Texas Southern University, Houston	Samuel M. Nabrit
Texas Technological College, Lubbock	E. N. Jones
Texas Wesleyan College, Fort Worth	Law Sone
Texas Western College, El Paso	J. R. Smiley
Texas Woman's University, Denton	John A. Guinn
Trinity University, San Antonio	James W. Laurie
University of Houston, Houston	Clanton W. Williams
University of St. Thomas, Houston	V. J. Guinan
University of Texas, Austin	Logan Wilson
Wayland Baptist College, Plainview	A. Hope Owen
Wiley College, Marshall	T. W. Cole

Utah

Brigham Young University, Provo	Ernest L. Wilkinson
College of St. Mary-of-the-Wasatch, Salt Lake City	Sister Marie de Lourdes
University of Utah, Salt Lake City	A. Ray Olpin
Utah State University of Agriculture and Applied Science, Logan	Daryl Chase
Westminster College, Salt Lake City	Frank E. Duddy, Jr.

Vermont

Bennington College, Bennington	William C. Fels
Middlebury College, Middlebury	Samuel S. Stratton

Norwich University, Northfield	Ernest N. Harmon
Saint Michael's College, Winooski	Gerald E. Dupont
Trinity College, Burlington	Sister Mary Claver

Virginia

Bridgewater College, Bridgewater	Warren D. Bowman
College of William and Mary, Williamsburg	Alvin Duke Chandler
Emory and Henry College, Emory	Earl G. Hunt, Jr.
Hampden-Sydney College, Hampden-Sydney	Joseph C. Robert
Hampton Institute, Hampton	Alonzo G. Moron
Hollins College, Hollins College	John R. Everett
Longwood College, Farmville	Francis G. Lankford, Jr.
Lynchburg College, Lynchburg	Orville W. Wake
Madison College, Harrisonburg	G. Tyler Miller
Mary Baldwin College, Staunton	Samuel R. Spencer, Jr.
Mary Washington College, Fredericksburg	Grellet C. Simpson
Radford College, Radford	Charles K. Martin, Jr.
Randolph-Macon College, Ashland	J. Earl Moreland
Randolph-Macon Woman's College, Lynchburg	William F. Quillian, Jr.
Roanoke College, Salem	H. Sherman Oberly
Sweet Briar College, Sweet Briar	Anne Gary Pannell
University of Richmond, Richmond	George M. Modlin
University of Virginia, Charlottesville	Colgate W. Darden, Jr.
Virginia Military Institute, Lexington	William H. Milton, Jr.
Virginia Polytechnic Institute, Blacksburg	Walter S. Newman
Virginia State College, Petersburg	Robert P. Daniel
Virginia Union University, Richmond	Samuel D. Proctor
Washington and Lee University, Lexington	Francis P. Gaines

Washington

College of Puget Sound, Tacoma	R. Franklin Thompson
Gonzaga University, Spokane	Edmund W. Morton
Holy Names College, Spokane	Sister Marian Raphael
Pacific Lutheran College, Parkland	S. C. Eastvold
St. Martin's College, Olympia	Damian Glenn
Seattle Pacific College, Seattle	
Seattle University, Seattle	Albert A. Lemieux
University of Washington, Seattle	Charles E. Odegaard
Walla Walla College, College Place	P. W. Christian
Whitman College, Walla Walla	Chester C. Maxey
Whitworth College, Spokane	Frank F. Warren

West Virginia

Bethany College, Bethany	Perry E. Gresham
Davis and Elkins College, Elkins	David K. Allen
Fairmont State College, Fairmont	John W. Pence
Marshall College, Huntington	Stewart H. Smith
Morris Harvey College, Charleston	Leonard Riggelman
Salem College, Salem	K. Duane Hurley

Shepherd College, Shepherdstown	Oliver S. Ikenberry
West Virginia State College, Institute	William J. L. Wallace
West Virginia University, Morgantown	Elvis J. Stahr
West Virginia Wesleyan College, Buckhannon	Stanley H. Martin

Wisconsin

Alverno College, Milwaukee	Sister M. Augustine
Beloit College, Beloit	Miller Upton
Cardinal Stritch College, Milwaukee	Sister Mary Aquin
Carroll College, Waukesha	Robert D. Steele
Edgewood College of the Sacred Heart, Madison	Sister Mary Nona
Lawrence College, Appleton	Douglas M. Knight
Marquette University, Milwaukee	Edward J. O'Donnell
Milton College, Milton	Percy L. Dunn
Milwaukee-Downer College, Milwaukee	John B. Johnson, Jr.
Mount Mary College, Milwaukee	Sister M. John Francis
Northland College, Ashland	Gus Turbeville
Ripon College, Ripon	Fred O. Pinkham
St. Norbert College, West De Pere	Dennis M. Burke
University of Wisconsin, Madison	Mark H. Ingraham, <i>Dean</i>
Viterbo College, La Crosse	Sister M. Francesca

Wyoming

University of Wyoming, Laramie	G. D. Humphrey
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Egypt

American University at Cairo	Raymond F. McLain
--	-------------------

Lebanon

American University of Beirut	John Paul Leonard
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Turkey

American Colleges in Istanbul	Duncan S. Ballantine
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Honorary Members

Alfred P. Sloan Foundation
American Association for the Advancement of Science
American Association of University Professors
American Association of University Women
American Council on Education
American Council of Learned Societies
Carnegie Corporation of New York
Carnegie Foundation for the Advancement of Teaching
Charles E. Culpeper Foundation
Danforth Foundation
Ford Foundation
Fund for the Advancement of Education
General Education Board
General Electric Educational and Charitable Fund
Grant Foundation
Institute of International Education
Jesuit Educational Association
Kresge Foundation
Lilly Endowment
Mary Reynolds Babcock Foundation
National Catholic Educational Association
National Council of the Churches of Christ in the U.S.A.
National Science Foundation
New York State Department of Higher Education
Old Dominion Foundation
Shell Companies Foundation
Social Science Research Council
United Board for Christian Higher Education in Asia
United Chapters of Phi Beta Kappa
United States Office of Education
United States Steel Foundation
Woodrow Wilson National Fellowship Foundation

Constitution of the Association of American Colleges, Incorporated

Article I

PURPOSE

The purpose of the Association shall be the promotion of higher education in all its forms in the colleges of liberal arts and sciences which shall become members of this Association, and the prosecution of such plans as may make more efficient the institutions included in its membership.

Article II

The name of this Association shall be the "Association of American Colleges, Incorporated."

Article III

MEMBERSHIP

Section 1. The membership of the Association shall be composed of such colleges of liberal arts and sciences and universities having colleges of liberal arts and sciences, whether located within the territorial jurisdiction of the United States of America or incorporated under American law, as may have been elected to membership by the Association on the recommendation of the Board of Directors.

Section 2. Church boards of education, learned societies, philanthropic foundations and other national or regional organizations concerned with higher education may be elected to honorary membership by the Association on the recommendation of the Board of Directors.

Article IV

REPRESENTATION

Every institution recognized as a member of this Association shall be

entitled to representation in each meeting of the Association by an accredited representative. Other members of the faculty or board of trustees of any institution belonging to this Association, the officers of church boards cooperating with such an institution and the representatives of foundations and other cooperating agencies, shall be entitled to all the privileges of representatives except the right to vote. Each institution recognized as a member of the Association shall be entitled to one vote on any question before the Association, the vote to be cast by its accredited representative.

Article V

OFFICERS

Section 1. The Association shall elect from its membership the following:

1. President
2. Vice President
3. Executive Director
4. Treasurer

Section 2. The Executive Director shall be the executive officer of the Association and shall serve until his successor is duly elected. The other officers shall serve for one year or until their successors are duly elected. Election of officers shall be by ballot.

Section 3. The duties of the respective officers shall be those usually connected with said offices.

Article VI

BOARD OF DIRECTORS

Section 1. The Board of Directors shall consist of the officers of the Association during their respective terms of office, the retiring president during the year immediately following his term of office and four other directors elected by ballot by the Association. In the first election of directors after the adoption of this article, one director shall be elected for four years, one for three years, one for two years and one for one year. Thereafter one director shall be elected each year for a term of four years. If any director who is not an officer of the Association be elected an officer before the expiry of his term of four years, the unexpired portion of his term shall be filled by the election of a director to replace him. No director who has served for more than one year shall

be eligible for re-election except as an officer of the Association until after the lapse of one year from the expiry of his most recent term of service.

Section 2. The President of the Association shall be *ex officio* chairman of the Board of Directors.

Section 3. Except as provided by statute and as directed by the members of the Association, and subject to the Constitution and By-Laws, the Board of Directors shall have power to manage, operate and direct the affairs of the Association and fill all vacancies.

Section 4. The Board of Directors may on the recommendation of the Executive Director appoint an associate director and such other assistants as they consider necessary for the effective conduct of the affairs of the Association. The Associate Director shall act, as occasion may arise, as alternate to the Executive Director and shall be entitled to take part in meetings of the Board of Directors without having the right to vote.

Article VII

QUORUM

Representatives of twenty-five members of the Association shall be necessary to form a quorum for the transaction of business.

Article VIII

BY-LAWS

The Association may enact By-Laws for its own government, not inconsistent with the provisions hereof and the certificate of incorporation.

Article IX

AMENDMENTS

Amendments to the foregoing Constitution may be offered at any regular annual meeting, and shall be in writing, signed by the mover and two seconders. They shall then lie on the table until the next annual meeting, and shall require for their adoption the affirmative vote of two thirds of the members then present.

By-Laws

1. Applications for membership shall be made to the Board of Directors, which shall, after investigation of the standing of the institution, recommend to the Association.

2. The annual dues shall be one hundred dollars (\$100.00) per member. Non-payment of dues for two successive years shall cause forfeiture of membership.

3. At least one meeting of the Association shall be held in the month of January of each calendar year. Special meetings may be called by the Board of Directors, provided that four-weeks' notice in writing be given each institution connected with the Association.

4. The place of the annual meeting of the Association shall be determined each year by the Board of Directors.

5. All expenditure of funds of the Association shall be authorized by resolution of the Association, or subject to later approval by the Association, by the Board of Directors.

6. The President shall appoint a Committee on Resolutions at the beginning of each annual meeting, to which shall be referred for consideration and recommendation all special resolutions offered by members of the Association.

7. There shall be within the Association a permanent commission to be known as the "Commission on Christian Higher Education." This Commission shall have such autonomy as may be necessary in order to represent the interests of church-related colleges in general and to carry on a program of promoting spiritual values in higher education. The Commission is to operate under rules mutually agreed to by the Commission and the Board of Directors.

8. The Executive Director shall mail three copies of the official bulletin to all institutions which are members of the Association. Additional copies, either for the institution or for any officer or faculty member, may be had at a special rate.

9. These By-Laws may be amended at any business session of the Association by two thirds vote, provided that notice of the proposed amendment has been presented at a previous session.

POLICY

In accordance with the action of the Association, the working policy of the Association is a policy of *inclusiveness and interhelpfulness rather than of exclusiveness.*

Former Presidents

- 1915 President Robert L. Kelly,* Earlham College; *Constitution adopted*
- 1915-16 President Robert L. Kelly,* Earlham College
- 1916-17 President Henry Churchill King,* Oberlin College
- 1917-18 President John S. Nollen,* Lake Forest College
- President Hill M. Bell,* Drake University, *Vice President, presiding*
- 1918-19 President Donald J. Cowling, Carleton College
- 1919-20 President William A. Shanklin,* Wesleyan University
- 1920-21 President Frederick C. Ferry,* Hamilton College
- 1921-22 President Clark W. Chamberlain,* Denison University
- 1922-23 President Charles A. Richmond,* Union College
- President Samuel Plantz,* Lawrence College, *Vice President, presiding*
- 1923-24 President Harry M. Gage, Coe College
- 1924-25 Chancellor J. H. Kirkland,* Vanderbilt University
- 1925-26 President Frank Aydelotte,* Swarthmore College
- 1926-27 Dean John R. Effinger,* University of Michigan
- 1927-28 President Lucia R. Briggs, Milwaukee-Downer College
- 1928-29 President Trevor Arnett,* General Education Board
- 1929-30 President Guy E. Snavelly, Birmingham-Southern College
- 1930-31 Dean Luther P. Eisenhart, Princeton University
- 1931-32 President Ernest H. Wilkins, Oberlin College
- 1932-33 President Irving Maurer,* Beloit College
- 1933-34 President Edmund D. Soper, Ohio Wesleyan University
- 1934-35 President William Mather Lewis,* Lafayette College
- 1935-36 President Henry M. Wriston, Lawrence College
- 1936-37 President James R. McCain, Agnes Scott College
- 1937-38 President James L. McConaughy,* Wesleyan University
- 1938-39 President John L. Seaton, Albion College
- 1939-40 President Meta Glass, Sweet Briar College
- 1940-41 President Edward V. Stanford, Villanova College
- 1941-42 President Remsen D. Bird, Occidental College
- 1942-43 President Charles E. Diehl, Southwestern at Memphis
- 1943-44 Chancellor William P. Tolley, Syracuse University
- 1944-45 President Francis P. Gaines, Washington and Lee University
- 1945-46 President James P. Baxter, III, Williams College
- 1946-47 President Charles J. Turck, Macalester College
- 1947-48 President Mildred McAfee Horton, Wellesley College
- 1948-49 President Kenneth I. Brown, Denison University
- 1949-50 President Vincent J. Flynn,* College of St. Thomas
- 1950-51 President Daniel L. Marsh, Boston University
- 1951-52 Vice Chancellor LeRoy E. Kimball, New York University
- 1952-53 President M. E. Sadler, Texas Christian University
- 1953-54 President John R. Cunningham, Davidson College
- 1954-55 Chancellor R. H. Fitzgerald, University of Pittsburgh
- 1955-56 President Joseph R. N. Maxwell, Boston College
- 1956-57 President Arthur G. Coons, Occidental College
- 1957-58 President J. Ollie Edmunds, Stetson University
- 1958-59 President William W. Whitehouse, Albion College

* Deceased.

Editorial Notes

WITH this issue the Bulletin of the Association of American Colleges appears in new dress: its aim and spirit remain unchanged. *Liberal Education* has been chosen for our title because it is the most concise and widely accepted expression of the end to which members of the Association are dedicated—education designed to foster critical intelligence, creative imagination and moral sensitivity. This is the central purpose of the four-year college of arts and sciences, but not its exclusive property. The title of this journal will serve to remind us that, while the formal duty of the Association is to help its members do a better job, its ultimate responsibility is to an ideal lying beyond any particular institutions through which that ideal is pursued. Three years ago we voiced the hope that the Bulletin would be a working tool for our members and an increasingly effective vehicle for the discussion of issues important to the welfare of higher education. We invited your contributions with the assurance that these pages are open to any opinions, no matter how unorthodox, that are relevant to our subject and expressed with temperance. We now renew that invitation with the added confidence inspired by experience of your generous support. We hope you will approve of the physical changes we have made, but if not, we hope you will tell us—and help us to do better. To quote ourselves again, the Bulletin is yours and will be as good as *you* make it.

ONE particular rearrangement is perhaps worthy of special mention. The lists of officers, directors and commission members which have hitherto adorned the opening pages of the Bulletin have been moved in this issue to the section containing the membership list, constitution and by-laws. As this section appears only in the March issue (along with the proceedings of the Annual Meeting), we shall save a little in the way of printing costs. More important, however, the offprint we obtain of that section will in future furnish all essential information about the Association in the shape of a single, handy pamphlet.

"A FREE people can assure the blessings of liberty for themselves only if they recognize the necessity that the rule of law shall be supreme, and that all men shall be equal before the law," says the President of the United States in a proclamation designating 1 May 1959 as Law Day U.S.A. President Eisenhower calls upon the legal profession, educational institutions and media of public information to take the lead in sponsoring suitable observances. A Law Day information and program manual, published by the American Bar Association, may be obtained free of charge from: The American Bar Association, Law Day U.S.A. Observance, 1155 East 60th Street, Chicago 37, Illinois.

INTERNATIONAL programs of American universities, that is to say programs in which a university has a continuing relationship with one or more countries overseas, have multiplied rapidly in the last decade. The 382 programs conducted by 184 American universities in 71 countries during the academic year 1957-8 are described individually in a report published by the Institute of Research on Overseas Programs, which was established in 1957 at Michigan State University with the aid of a grant from the Carnegie Corporation of New York. The institute is intended to study the effect of such programs, both abroad and on the home campus, and to furnish help for universities, foundations and governmental agencies considering participation in overseas programs. The social scientists who compiled the report, under the leadership of Dr. Edward W. Weidner, director of the institute, found that university programs are now an important element in technical assistance and in foreign policy as a whole. As might have been expected, most of the programs are concentrated in "underdeveloped" countries. Europe, eastern Asia and Latin America account for more than two thirds of them; Africa and the Middle East are sparsely covered. Most of the major universities, public and private, are conducting one or more programs, but there is a heavy concentration in seventeen universities with almost one third of the total. Copies of "International Programs of American Universities" may be obtained from the Institute of Research on Overseas Programs, Michigan State University, East Lansing, Michigan.

STATE foundations of independent colleges have been almost exclusively associated in the public mind—and in academic circles—with the business of soliciting financial support for their members. It is interesting and refreshing, therefore, to find Associated Colleges of Illinois, Inc.

undertaking an exploratory survey of how colleges administer their resources. A cooperative study of six colleges, which are members of both Associated Colleges of Illinois and the Association of American Colleges, is being sponsored by the foundation, with the aid of a grant from the Lilly Endowment, and conducted by the National Federation Consulting Service, a non-profit branch of the National Federation of College and University Business Officers Associations. Its purpose is to provide the colleges with an expert analysis of their management practices in the use and maintenance of buildings and grounds, purchasing, bookstore operation, food services, accounting, business office procedures and other non-academic functions. In addition, the survey will explore areas of college business management where cooperative planning, purchasing and administration among a group of colleges might result in greater efficiency. The results of the survey will be made available to other colleges and universities throughout the country in the hope of helping them to make the best possible use of their resources.

THE Comparative Education Society, a non-profit organization devoted to encouraging international studies in education, announces a Comparative Education Seminar and Field Study for Japan and Korea, to be held in the summer of 1959 with the cooperation of the International Conference on Educational Research of the Faculty of Education of Tokyo University. The academic director of the seminar and field study will be Dr. William W. Brickman, editor of *School and Society* and professor of education at New York University. The duration of the program will probably be from 16 August through 20 September and the inclusive cost of the trip (from West Coast to the Orient and back) will be in the region of \$1500. Participation is open to anybody engaged in college teaching or other educational work of an international character. Further information may be obtained from the administrative director of the program, Dr. Gerald H. Read, Secretary-Treasurer, Comparative Education Society, Kent State University, Kent, Ohio.

THE American Federation of Labor and Congress of Industrial Organizations is offering this year six scholarships of a maximum value of \$6000 each over four years for high school seniors of exceptional merit. Three of the scholarships are reserved for children of AFL-CIO members.

THE South-East Asia Treaty Organization is offering well-established scholars from member states a limited number of advanced research fellowships for study in 1959-60 of such social, economic, political, cultural, scientific and educational problems as may give insight into the present needs and future development of the treaty area. The fellowships provide a monthly allowance of \$400 for periods of from four to ten months and tourist-class return air travel to the country or countries of study. One or two American candidates are expected to be chosen in August 1959 by the SEATO Selection Committee in Bangkok from a panel of scholars nominated by the President's Board of Foreign Scholarships on the recommendation of the Conference Board of Associated Research Councils. Application forms and additional information may be obtained from: Conference Board of Associated Research Councils, Committee on International Exchange of Persons, 2101 Constitution Avenue, N.W., Washington 25, D.C. Applications should be submitted no later than 15 April 1959.

SHELL Companies Foundation, Inc. will make gifts to education in 1959 totaling \$684,350. The foundation was created by the Shell operating companies in 1953. Its support of education includes scholarships for future high school teachers of science and mathematics, summer seminars for serving teachers, graduate fellowships accompanied by liberal cost-of-education payments to the graduate schools, continuing annual grants to a number of colleges and universities and aid to selected national associations in the field of education.

TWENTY scholars and governmental leaders from Yugoslavia will study and travel in the U.S.A. in 1959 and 1960 under a grant made by the Ford Foundation to the Institute of International Education. The institute will be responsible for planning and administering the visitors' programs. The first group, composed of seven public officials, will spend six or eight weeks between March and June of this year visiting universities and other research centers and studying the operation of governmental agencies at local, state and federal levels. The second group, made up of university teachers and research scholars, will arrive in September and will spend periods varying from a semester to a full year in study and research, primarily in economics, public affairs and international relations.

UNDER the Cooperative Research Program inaugurated by the U.S. Office of Education in July 1956, the University of Chicago has undertaken a three-year study of relationships between achievement in high school and college and later occupational achievement. The project is directed by Dr. Allison Davis, Professor of Education, and Dr. Robert D. Hess, Assistant Professor of Human Development. In accordance with customary procedure under the program, the university provides the necessary services and facilities and the Federal Government makes a cash grant for the support of the project.

TRAVEL has become one of the most important extracurricular activities of the American student. This year over 80,000 students are expected to travel across the world by every known means of transportation. Eight hundred of them will take part in the travel program of Educational Travel, Inc., a non-profit corporation affiliated with the United States National Student Association, which offers eighty-day summer tours at inclusive charges ranging from \$750 to \$1050. Each student going abroad with USNSA is part of an international student community. The programs are arranged by students for students, with European guides who are themselves students familiar with the art, history and traditions of their own countries. On shipboard on the way to Europe there are language classes and orientation programs conducted by experienced teachers. In Europe every opportunity is offered for contact with local students in order to encourage the exchange of views and the growth of mutual understanding. Students taking part in these tours are not whirled through sixteen or seventeen countries in a single summer but are given a chance of studying three or four in relative leisure. They are given adult responsibilities and enjoy the advantages of independent travel combined with the convenience and economy of a conducted tour. Further information is available from: USNSA, Educational Travel, Inc., Department N, 701 Seventh Avenue, New York 36, N.Y.

Among the Colleges

Bethany College, West Virginia, has been promised a \$35,400 grant by the Maurice and Laura Falk Foundation of Pittsburgh, which will enable the college to start a new program in political science. Under the program students will have an opportunity to learn practical politics as well as political theory. A series of summer internships for a selected group of students will provide six or eight weeks' actual experience in state and local political activities.

Carnegie Institute of Technology has received an endowment of \$5,000,000 from the A. W. Mellon Educational and Charitable Trust to strengthen the faculty of the College of Fine Arts. The new endowment will provide for (1) creation of not less than four distinguished chairs, to be known as the Andrew Mellon Professorships, one of which will be in painting, design and sculpture, one in music, one in drama and one in architecture; (2) allotment of \$30,000 a year from the income of the fund to enable eminent artists and scholars, not available on a permanent basis, to join the faculty as visiting professors for periods from one month to a year; (3) allotment of the remainder of the income to the improvement of faculty salaries.

Claremont Men's College has received from the James Irvine Foundation \$60,000 in support of its Institute for Studies in Federalism. Burnet C. Wohlford has donated \$100,000 to establish the Wohlford Professorship of American Institutions. The institute consists of four professorships directed at a re-study and re-evaluation of American political theory and has now received gifts and pledges totalling \$320,000.

College of Wooster is the recipient of a \$50,000 scholarship fund from the George F. Baker Trust of New York to provide opportunities for young men of unusual promise to obtain a high-quality education regardless of their financial circumstances. First awards of the scholarships will be made to freshmen entering the college in the autumn of 1960.

Fordham University will break ground this spring for its \$25,500,000 midtown center. The school's buildings will form part of the \$205,000,000 Lincoln Square redevelopment in New York City. So far \$5,000,000 has been raised for the building program.

Georgetown University has established a summer school at the University of Fribourg, Switzerland, where Georgetown already conducts a junior-year abroad program, started in 1955. In the coeducational summer school, running from 6 July to 5 August, courses will be offered for college credit in English, history, economics, political science, philosophy, French and German. In addition opportunities will be available for tours to nearby countries.

Hartwick College has received from the George H. and Minnie Marsh White Foundation, Inc. of Cooperstown, New York, a grant of \$12,000 for library development.

Harvard College has been given \$2,000,000 for scholarships to help needy students by an anonymous donor who held a scholarship himself while in college and who described the gift as "only a partial payment on the value of these years to him."

Harvey Mudd College, now in its second academic year, is advancing according to schedule. Applications have increased two and a half times over the previous year, with applicants continuing to come from the top ten per cent of their high school classes. Two residence halls are complete and occupied, a third is under construction, and the science and engineering building on Claremont College campus will be ready for occupancy in September.

Hiram College has been granted \$50,000 by the Danforth Foundation to establish the Kenneth I. Brown Scholarship Fund in honor of the college's former president. The Danforth Foundation made this grant to honor Dr. Brown for his eight years' service as executive director of the foundation. Denison University, of which Dr. Brown was president after serving at Hiram, received a similar amount.

Hofstra College hopes to open an experimental branch unit for 120 students by next fall. The experiment was proposed after a six-week

study made at the college last summer by leading educators with the aid of a \$25,000 grant from the Fund for the Advancement of Education. The program will attempt to condense the first two years of college study into a single year. Proposed are (1) an academic year extending from Labor Day to 4 July, six to seven weeks longer than the traditional year; (2) an intensive four-day week as an aid to the typical commuting student who is employed part time, with remedial work on the fifth day for students with deficiencies; (3) two basic courses replacing the customary five freshman courses, with basic skills in writing, reading and speaking incorporated into subject-matter courses instead of being taught separately. The two basic courses will be a general studies course called "An Introduction to Science and the Humanities" and an elective course. Concentrated study of a foreign language will be possible at a summer institute. The college is seeking a site and local support for the experimental unit.

Immaculate Heart College has received from the late Mrs. Edward L. Doheny, a long-time benefactor of the college library, her private library of close to 300 volumes. The collection includes many rare books of ancient and oriental art, choice volumes of modern architecture and a miniature Bible with fore-edge painting. It will be placed in a memorial room in the library especially designed to exhibit these books.

Knox College dedicated last November a new addition to its library, construction of which was started in 1957 with the help of a grant of \$100,000 from the Kresge Foundation. The balance of \$300,000 was raised among alumni and friends and the Galesburg community. The library contains over 90,000 books and its capacity for the future is 150,000 books.

Lafayette College has received another gift from the Marquis Foundation, the second in less than three months. With this latest gift the college will finance a \$900,000 dormitory containing dining facilities for several hundred students. The building is scheduled to be completed in September 1960.

Lehigh University has opened a foreign language laboratory in Lamberton Hall, named after Robert A. Lamberton, president of the university from 1880 to 1893, and remodeled at a cost of \$75,000 last summer.

Establishment of the laboratory was made possible by a grant from the General Foods Fund, Inc. The new laboratory is equipped with slide and film projectors, so that the aural-oral features of language instruction are accompanied by the visual: the student may relate and record in the foreign tongue what he is seeing on the screen.

Michigan State University's professor of research in political science, Dr. LeRoy C. Ferguson will, together with three other political scientists, analyze material obtained in interviews with almost all of the legislators in four states on how state legislators view the problem of school needs. The comprehensive study, which is supported by a grant from the U.S. Office of Education, covers New Jersey, California, Ohio and Tennessee. Professor Ferguson's findings are expected to be available this fall. The study is concerned with the solutions legislators favor on general problems of education, the sources of information and advice they trust most and the effect of pressure groups and political parties on the legislators' views of educational matters.

New York University will transform its University Heights campus to coeducational status next fall. It also plans to construct a \$4,100,000 vertically-divided residence building for men and women students on the campus. The University College of Arts and Science (which has admitted only men since its founding in 1832) and the day division of the College of Engineering will admit women; the remainder of NYU's fourteen schools and colleges, located at five centers in Manhattan, are already coeducational.

A special program of afternoon courses for adults will be offered during the spring term by the university's Division of General Education at the Washington Square Center. Designed especially for housewives and the increasing number of retired people throughout the metropolitan area, the afternoon program consists of 28 courses in art, music, philosophy, psychology, foreign languages and literature, writing and the theater.

Oberlin College will hold foreign language summer sessions abroad this year under a new program that provides opportunity to study French, German and Spanish in indigenous settings: a ten-week French session in France, open to 20 students; a nine-week German session in Vienna, also open to 20; and a nine-week Spanish session in Mexico City.

Occidental College has received from Mrs. David R. Faries, an alumna, an endowment of \$26,435 for the establishment of the David R. Faries International Scholarship, named after Mrs. Faries' husband, who was a trustee and alumni president of Occidental. The scholarship will be awarded to either a foreign student at Occidental or an Occidental student majoring in diplomacy and world affairs. Other recent gifts are an initial endowment from the late John Jay Hopkins of \$14,142 for the John Jay Hopkins Memorial Scholarship, with preference for students majoring in mathematics or the physical sciences, and a contribution of \$2,500 from the distinguished musician Ira Gershwin for purchasing library books in English and American literature.

Pomona College will establish the David J. Baldwin Professorship in Music with a \$100,000 endowment fund built up over the years by the late Mrs. F. H. Freman of Beverly Hills. Mrs. Freman, the former Myrna Baldwin, was a concert pianist and pipe organist. By giving the professorship, named after her father, she realized a lifetime dream of contributing to the education of young people.

Queens College, North Carolina, has started this January a two-year study of academic planning to improve teaching and curriculum and to make more effective use of faculty teaching hours. The Fund for the Advancement of Education will underwrite the study.

Randolph-Macon Woman's College will establish a department of Russian studies as a result of the increasing interest in Russian at the college.

Ripon College will admit qualified high school juniors next fall. To be qualified for entrance after his junior year a high school student must have earned high academic rank, must have received high scores on the CEEB scholastic aptitude tests and must show evidence of maturity. In addition to the general requirements, a candidate must present three credit units of English and two units each in a foreign language, mathematics, science and social studies.

Saint Mary's College, California, is the recipient of the entire \$38,000 estate of the late Dr. James L. Hagerty, until his death professor of philosophy and world classics at the college and former dean of the School of Arts and Letters. In addition to his estate, Dr. Hagerty left to the

college his library consisting of some 4000 volumes on history, literature, philosophy, theology, music, art and drama.

Stanford University's School Planning Laboratory will expand to serve as a western regional school facilities center under a \$56,700 grant from the Educational Facilities Laboratories. Under the new program, a summer session on school and community planning will be held this year as a supplement to the regular school planning conferences. It will be the first of a series of workshops and institutes for educators, architects and other professional people concerned with the design of school plants at all educational levels. The grant will provide for eight grants-in-aid for graduate students, making training and experience possible for a greater number of potential school plant specialists and administrators. The states in addition to California in which the Stanford services will be offered include Arizona, Colorado, Idaho, Montana, Nevada, Oregon, Utah, Washington and Wyoming.

Stevens Institute of Technology will present annually an award of \$1,000 to a full-time member of its faculty who has contributed substantially to the educational objectives of the college. Recipients will be selected primarily for their performance as teachers, though their contributions in related areas such as research and the publishing of technical papers will also be considered. This award was made possible by the Walter Freygang Foundation, established by Walter Freygang, a Stevens graduate and president of the Kidde Manufacturing Company of Bloomfield, New Jersey.

Union College, New York, will soon be able to start construction of a modern library building, capable of housing a 300,000-volume collection and adequate for the needs of any currently foreseeable student population. It will replace the now outdated Nott Memorial Library, which will be used for other purposes. The "Schaffer Library," estimated to cost approximately \$500,000, exclusive of interior furnishings and equipment, is the gift of Henry Schaffer, a member of the Union board of trustees and founder of Empire Super Markets.

University of Bridgeport held groundbreaking ceremonies this January for the Charles A. Dana Hall of Science, originally estimated to cost \$950,000 but now replanned on a larger scale, thanks to a gift of \$350,000 from Charles A. Dana, president of the Dana Foundation.

University of Chicago's new school of education is setting out to train teachers who themselves demonstrate a capacity for scholarship. It is hoped that the renewed emphasis on the scholarly aspects of the teacher's role will inspire students to be more interested in the search for knowledge than in extra-curricular activities. The new school of education will grant Masters of Arts degrees in the teaching of specified subjects such as mathematics or English. Requirements for the M.A. degree will include a year's internship at a selected school.

University of Hawaii has conferred a unique honor upon its professor emeritus of chemistry, Dr. Leonora Neuffer Bilger, by naming its chemistry building after her. As far as is known, this is the only physical science building of a major university that has been named for a woman.

University of Pennsylvania dedicated this January a two-story recreation, social and study hall for undergraduates. The building has been named McClelland Hall after the late Dr. George W. McClelland, president of the university from 1944 to 1948.

University of Pittsburgh received last December from the A. W. Mellon Educational and Charitable Trust a gift of \$12,000,000 for the advancement of the humanities, natural sciences and social sciences. It will be used for three purposes: 1) to endow ten distinguished professorships in the humanities, natural sciences and social sciences—\$5,500,000; 2) to support fifty pre-doctoral and six to nine post-doctoral fellowships in these fields—\$6,150,000; 3) to aid the general development of the university's new College of the Academic Disciplines—\$350,000.

University of Wisconsin has received from The Rockefeller Foundation a grant of \$46,750 to support the development of a program of studies of the modern languages and literature of India. The grant is for a four-year period, starting this year.

University of Wyoming dedicated last October its \$2,000,000 William Robertson Coe Library and School of American Studies. Financed by gifts from the late Mr. Coe, philanthropist and businessman of Cody, Wyoming, and New York City, the library provides space for 1,000,000 volumes and documents, together with classrooms, offices, seminars, conference rooms and special facilities. The new building is designed

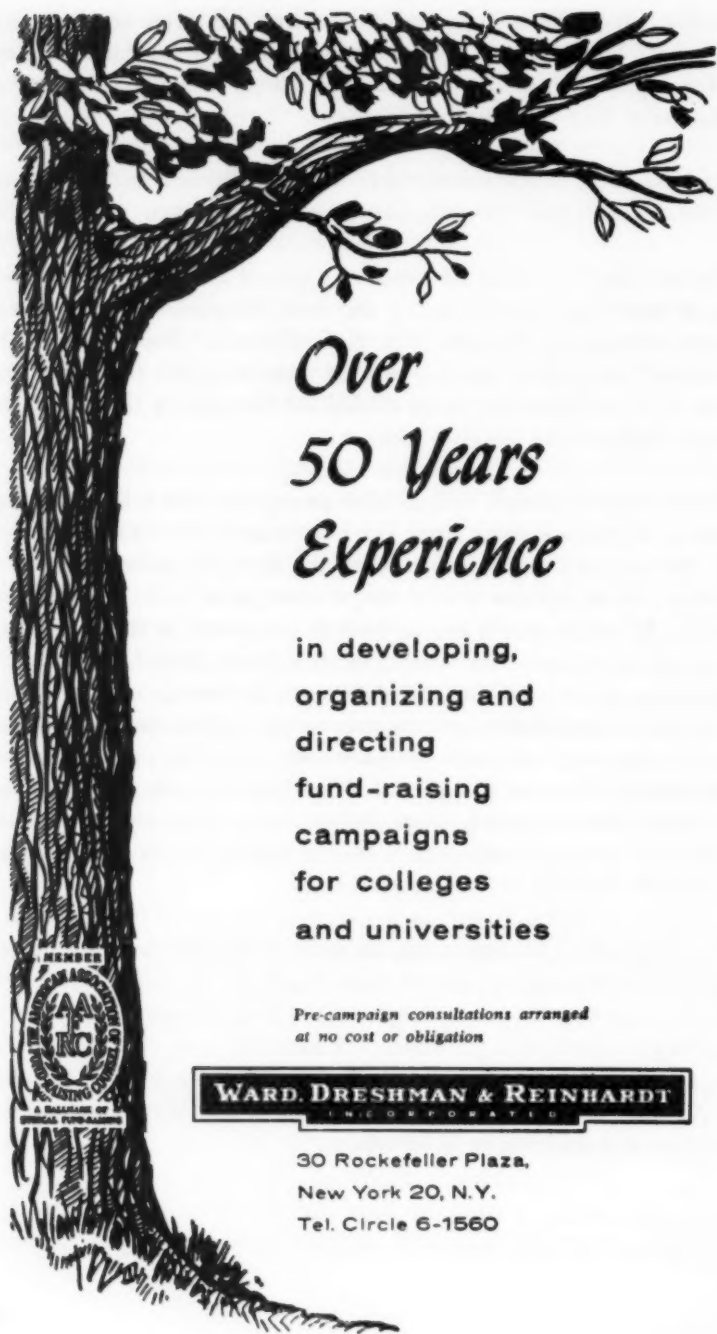
for flexibility, economy and an atmosphere conducive to study and browsing. The design also provides for a growing student enrolment and is expected to meet the university's library and American studies needs for at least a century.

Wagner College recently received from the Charles Hayden Foundation of New York a grant of \$100,000 for its proposed new library.

Wayland Baptist College has received a gift of 27 sections of land valued at more than \$2,000,000. It is the third gift made to the college in recent months by Mr. and Mrs. S. F. Flores of Tulia, Texas. The \$100,000 Flores Bible Building will be completed this June, and 1650 acres of West Texas land were deeded last October by the couple, active in Baptist work for sixty years.

Wayne State University will establish an experimental college this September. A \$700,000 grant from The Ford Foundation will help finance the planning and initial evaluation of the four-year college. The new college will incorporate several unique concepts in undergraduate education. All students will be required to take work in the natural sciences, social sciences and humanities throughout their four years, but customary divisions of subjects into academic courses will be largely discarded. Instead traditional academic studies will be combined to form courses covering basic fields of knowledge. Training in English composition will be an integral part of all studies. The college will also experiment with new arrangements for the better use of faculty time and improved learning conditions. A central feature of the new program will be its emphasis on independent study.

Wheaton College, Massachusetts, has received from an anonymous donor securities with a market value of more than \$200,000, which will be used for the expansion program. Construction of the Humanities Classroom Building is scheduled to get under way early this year. Part of the building will be the Clark Language Laboratory, gift of Mr. and Mrs. Brackett H. Clark of Rochester, New York, parents of one alumna and another daughter still studying at Wheaton.



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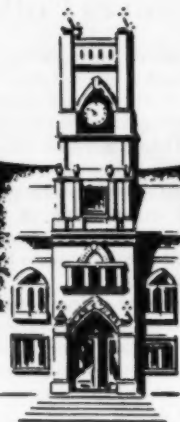
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